

# CURRICULUM JOURNAL

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## News Paragraphs

WASHINGTON STATE CURRICULUM PROGRAM. The program for curriculum improvement in the State of Washington under the leadership of the State Department of Public Instruction has been planned in cooperation with the State Curriculum Commission, now under the sponsorship of that department. Dr. Vernon E. Anderson as State Curriculum Director heads the work for the department, which includes all levels of the public school through junior college. Two definite phases have been outlined. The one is a study of curriculum problems through study-discussion meetings. It is suggested that local school or interschool groups center such discussion around the topic of "Fundamental Revision of the Curriculum Needed During and After the War." The other phase of the program is the development of curriculum materials for use in the classroom. Increasing teacher participation in curriculum development and assisting teachers and schools in producing courses of study, units of work, and other curriculum materials suited to their own needs is regarded as basic to the improvement of the curriculum in the schools of the state and as necessary to the development of tentative state courses of study.

Consultants will be designated for assistance to schools in their discussion meetings and their planning of

the curriculum. The state institutions of higher learning will be looked to for leadership and assistance as curriculum centers in the program. Included in the plan of organization are the nine regional chairmen appointed by the State Superintendent upon the recommendation of members of the Curriculum Commission, with regional committees selected by the regions where they are needed. State curriculum committees in all the subject fields will be organized. To coordinate the work of these committees and the program in different sections of the state, their chairmen and the regional chairmen will form a coordinating executive committee. For the assistance of schools in getting the program under way, a guide to curriculum development is being published, giving a suggestive outline of the mechanics and procedures of the program.



MINNESOTA COOPERATING SCHOOL CURRICULUM STUDY PROJECT. In spite of the distractions incident to wartime conditions, six school systems in Minnesota have joined in a long-term period of critical study of their curricular offerings in the light of contemporary needs and anticipated post-war changes. Four communities are making an inclusive study of the total school program, while two are restricting their study, at least in the beginning, to the secondary school division.

During the two years the project has been under consideration some twenty-odd schools volunteered to co-operate in the study. Because of wartime restrictions on travel facilities and increased university responsibilities, for the duration, of the director of the project, it was agreed by the Directive Committee to limit the co-operating schools to a half dozen typical communities easily available for visitation from the University of Minnesota. The cooperating schools included in the study are Mahtomedi, Owatonna, Pine Island, Plainview, Red Wing, and Stillwater. Other schools will be added as war conditions become less burdensome.

Two years ago the Minnesota Association of Secondary School Principals voted to encourage some curriculum innovation studies within the state. As a result the cooperation of the State Association of School Administrators, the State Department of Education, and the College of Education of the University of Minnesota was sought as sponsors of such a project. A Directive Committee composed of representatives appointed by the agencies above was organized. Dr. Nelson L. Bossing of the Division of Curriculum and Instruction of the College of Education of the University of Minnesota was asked to assume directorship of the study program.

Principles were formulated governing a long-time curriculum study-innovation project covering a ten- to twelve-year period. For the first year the school faculties have been organized into study groups with attention focused upon the kinds of curricular innovations being carried forward throughout the country. In most schools these faculty groups are meeting twice a month. School board

members have been invited to some of the initial meetings held and plans are under way to get the participation of influential community leaders in these study groups. The responsible leaders of the several cooperating schools meet once each month on Saturday morning at the University of Minnesota to share experiences and to plan more effective ways to carry forward the curriculum study project.



**VOCATIONAL TEACHERS STUDY CURRICULUM.** In all four of the vocational high schools in Cincinnati much progress is being made in the development of the curriculum. All of the teachers at Central and East Vocational High Schools are meeting at least once a week in class or committee groups under the leadership of Dr. Harry W. Paine, curriculum consultant, and their principals. At Central, where it was necessary to divide the groups into two sections, some of the teachers are voluntarily attending both groups. They are working out detailed course outlines in their own subject-matter fields, describing content and procedures, and setting out objectives. Topical outlines have been worked out and unit outlines will also be prepared. Similar curriculum development activities are also being carried on by the teachers and principals of the Printing Vocational High School and the Commercial Vocational Division of Woodward High School.



**COMMUNICATION BETWEEN THE GOVERNMENT AND THE PEOPLE.** The American Library Association has presented to Elmer Davis, director of the Office of War Information, a statement of recommendations on gov-

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ernment publishing in wartime. It is hoped that present government efforts at economy in the production of public documents will be carried out without closing or injuring the channels of communication between government and the people. Schools, colleges, libraries, and similar agencies were stressed as appropriate distribution centers. Interest in government activities has been increasing along with the general level of national education. There is greater opportunity now than ever before for the government to reach a literate and interested voting public. For these reasons the American Library Association recommends that distribution of documents be simplified, and that more government publications be advertised for sale; but that official information about government activities should receive more rather than less emphasis at this time.



**RURAL WAR PRODUCTION TRAINING.** Due to the draining off of farm workers, the War Manpower Commission has approved training of farm workers under the program of Rural War Production Training administered by the United States Office of Education in cooperation with state and local systems. Courses designed for persons inexperienced in farm work and for persons with some experience in agriculture will be set up shortly. These courses will include background material on appreciation of the need for agricultural workers as well as living conditions, but will stress skills that are used on the farm.

Instruction will be short and intensive and will include training for both seasonable and year-around workers. The training of workers for the

farm will be in addition to short courses for training farmers in the repair, operation, and construction of farm machinery and equipment and courses to aid them in achieving production goals which were promulgated by the Department of Agriculture. Courses aimed to increase farm production began on July 1, 1942, paralleling the Department of Agriculture's "Food for Freedom" program. The value of these courses to farmers lies in the fact that the production of new farm machinery and equipment has been appreciably decreased due to demands for critical materials. Also many local repairmen have been called into the armed forces or are working in war industries so that facilities for repair of farm machinery and equipment have been greatly reduced.

Since July 1, 1940, more than 550,000 persons have been given training through courses in operation, care and repair of tractors, trucks and automobiles, metalwork, woodworking, and elementary electricity. The maintenance, operation, and construction of various types of machines and equipment used on farms have been stressed.



**A NEW PRIMARY MANUAL.** The Cincinnati public schools have just issued a 578-page *Kindergarten-Primary Manual*, which is a teacher's guide for work in the kindergarten and grades one, two, and three. The volume represents an important part in the curriculum development program of the Cincinnati public schools. For the past five years, under the general direction of Dr. G. H. Reavis, assistant superintendent in charge of instruction, all teachers, principals, supervisors, and directors have been working cooperatively and systematically

toward the improvement of the curriculum and instructional program. Separate courses of study and teacher's manuals were first developed in all fields at the primary level. Each of these courses of study was issued in try-out form and used experimentally by all the teachers concerned for a year or two; and then in the light of their criticisms and recommendations, revised and reissued in tentative form. After extended trial and use, these materials, still further refined and edited and more closely integrated, along with additional sections on the general aspects of the program, are included in this new manual. Each of the eight sections is devoted to a particular phase of the program. There are materials which deal with remedial reading and with correction of speech defects with young children. The *Primary Manual* is available to persons outside the Cincinnati public schools at \$2.00 per copy, postpaid.



**TRAINING FOR HOMEMAKING.** Stephens College has organized a Division of Home and Family Living. In this division there are included classes in consumers' problems, pre-parental training, nutrition, clothing and grooming, personal finance, and marriage education with their related clinics. In these areas there are seventy classes and nineteen instructors. Classwork is individualized and organized around the problems that young women face rather than around academic subject matter. While care has been taken to foster subject matter in the curriculum which was directly functional in training for homemaking, it lacked unification and centralized direction. The new division looks toward a closer coordination of effort in

the interest of complete and thorough training.



**WARTIME FILMS.** *Films for America at War*, prepared under the guidance of the Committee on Motion Pictures in Education supplies for the teacher, or leader of adult groups, essential information on 114 war-related films. The films included may be divided into three general groups: (1) general interest films dealing with war production and civilian participation in the war effort, (2) films on health, nutrition, and first aid, and (3) training films. The full title, appropriate audience levels, running time, primary source, release date, and rental sources introduce the material on each film. This information is followed immediately by the appraisal of the film and the judgment of technical quality. A complete objective description of content completes the information on each film. *Films for America at War* is available from the American Council on Education, 744 Jackson Place, Washington, D. C., for \$1.00.



**DISCUSSION OF WARTIME ISSUES.** The National Association of Secondary School Principals is urging all school administrators to participate during this year in a program of discussion of wartime issues in secondary education. The Association has prepared a guide sheet with questions and references on the following seven topics: The Teacher's Role in the War; The Place of Modern Languages in the School; Interscholastic Contests in Wartime; School and Community Relations; Federal Aid for Education; Guidance for Wartime Opportunities; and Work Experience in Secondary Schools. Paul E. Elicker is director

of this program, which is known as the Discussion Group Project. His address is 1201 Sixteenth Street, N. W., Washington, D. C.



**TEACHING AIDS SERVICE.** As a part of its contribution to the war effort, the Teaching Aids Service of the New Jersey State Teachers College, Upper Montclair, New Jersey, has been collecting materials and information useful to teachers. A number of Visual and Teaching Aids are now available to curriculum laboratories, libraries, and individual teachers. For a catalog of reading lists, write to Lili Heimers, who is the director of the Teaching Aids Service.



**THE SOCIAL STUDIES MOBILIZE FOR VICTORY.** This is the title of a printed statement of wartime policy adopted by the National Council for Social Studies. The position taken is that total war mobilizes civilians as well as armed forces, and that education for citizenship is crucial. To this end we must make some changes in our social studies program. A great number of specific suggestions are made under headings such as these: Americans must study the world at war; the democratic way of life must be understood and appreciated; the worldwide setting of modern life must be emphasized; study of geography must be increased; racial and national hatred must be attacked; programs and principles for postwar reconstruction must be studied; war duties for young citizens are stirring opportunities for apprenticeship in citizenship; etc. This is an excellent statement of policy because of the specificity of the recommendations. Some readers will no

doubt disagree with some of the proposals, but everyone who is making an honest effort to improve his teaching can no doubt gather useful ideas for bringing his classroom work into harmony with the demands of the times. —Henry Kronenberg, University of Arkansas.



**LATIN-AMERICAN FILMS.** The Motion Picture Division of the Office of the Coordinator of Inter-American Affairs has announced that prints of several new films have been deposited in more than 100 regional university extension groups, museums, and so-called commercial libraries. The following are the films recently prepared for distribution:

*Sky Dancers of Papantla* (one reel, color). This film shows Mexico's unique Corpus Christi festival, which culminates in the headlong descent of dancers from a pole.

*Argentine Soil* (two reels, black and white). Made in Argentina by Argentines, this film shows many aspects of the colorful country.

*A Line from Yucatan* (one reel, color). Planters on Mexico's famed peninsula meet the opportunity to provide sisal hemp when war closes sources in the Pacific.

*Sundays in the Valley of Mexico* (one reel, color). Shows things to do and see on Sundays near Mexico City—from viewing pyramids to modern dancing.

*Mexico Builds a Democracy* (two reels, color). Work of the Mexican government in bringing education to its Tarascan people.

*The Day Is New* (one reel, black and white). A day in the life of the Mexican people, picturing their varied activities from sunrise to bedtime.

*Brazil Gets the News* (one reel, black and white). How a great modern newspaper of Brazil gathers news and goes to press.

*Guatemala Sketch Book* (four reels, color). A series of three films that may be used together or separately.

*South American Medley* (four reels, color). A series of four one-reel films which may be used together or separately: *Brazil, Buenos Aires and Montevideo, Colombia, and Venezuela.*

Groups may obtain these films by applying to their nearest film library, the university extension libraries in the various states, the Motion Picture Bureau of the Y. M. C. A., or any other nonprofit or commercial film library, through which they regularly obtain sixteen-millimeter sound films. Or they may write directly to the Motion Picture Division, Coordinator of Inter-American Affairs, 444 Madison Avenue, New York City. The only cost is that of a service fee to cover booking and handling, which should not exceed fifty cents.



**WAR DEPARTMENT ISSUES PREINDUCTION COURSES.** The War Department recently sent to the principals of 50,000 public schools outlines of five courses which could be offered to students and in night classes to older men now facing induction. The fields covered in the outlines include electricity, radio, shopwork, machines, or automotive mechanics. The outlines were prepared jointly by the War Department and the Office of Education. Each course is designed to equip a student with knowledge valuable in filling many of the important technical jobs of the Army.



**BRIEF ITEMS.** In the reorganization of the Nebraska State Department of

Public Instruction, the new Coordinator of Supervision and Curriculum Research is Frank Sorenson, formerly assistant professor of secondary education at the University of Nebraska.

\* \* \* Oliver H. Bimson, assistant superintendent of Lincoln, Nebraska, Public Schools, is on leave of absence to serve as Chief of the Working Staff of Consumer Education and Related Activities in the United States Office of Education.

\* \* \* Hilda Tabo of the University of Chicago will be visiting professor at Emory University, Atlanta, for the winter quarter. She will teach a course in evaluation in modern education and will be available for advisory services to committees, faculties, and other groups in the schools of the Atlanta area.

\* \* \* R. V. Young of the University of Pittsburgh acted as consultant to the committees of the Washington, Pennsylvania, public schools in the recent revision of the arithmetic course of study. \* \* \* It is reported that Mr. C. C. Stadtman, who ably directed the Illinois State curriculum program, will be swept out of office by a newly-elected administration. The State Steering Committee is expected to make a strong effort to secure continued support of the program. \* \* \* The *Washington State Curriculum Journal*, which was formerly published by the Curriculum Commission, an organization of educational leaders in the State of Washington, is now an official publication of the State Department of Public Instruction. \* \* \* Hugh B. Wood, who is on leave from the University of Oregon, is commissioned as lieutenant in the Navy and at present is doing personnel work near Washington, D. C.

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## Curriculum Development in Local School Systems

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ALHAMBRA, CALIFORNIA. Over two hundred certificated persons have participated in curriculum work of some kind. As a result of the activities of these persons, much valuable work has been done. General aims and objectives have been developed for the school system as a whole, and elementary and high school editions have been printed in chart form and posted in each classroom. Study and discussion of these have been carried to most of the teachers and pupils.

A digest of the recent literature regarding pupil needs and development has been brought to nearly all teachers through bulletin and discussion groups. An improved vocational guidance program has been developed and installed which includes provision for vocational guidance through all four years of high school and placement service for graduates. Health education activities in all branches of the school system have been studied and groundwork laid for constructive changes. A study of proper elementary language arts scope and sequence has been made and suitable teachers' guides and other devices have been provided to clarify this problem.

In the secondary field new courses have been developed and new units have been added to existing courses to meet the needs brought about by the war. These courses include: pre-flight mathematics and physics, funda-

mentals of electricity and radio, production illustration, aeronautics, a new tenth-year social science course, "The World Today," and a senior social science course, "War in the Pacific."

Our work is continuing this year with an attempt to guide each teacher in developing a written course of study which will include the general objectives of the school and the contributions of the Pupil Needs Committee. It is expected that essential functions of the complete health program will be allocated to respective parts of the educational program and will be properly coordinated to the activities of the health committee.—M. R. Stokesbary, Assistant Superintendent.



ASHLAND, KENTUCKY. Last September the faculty of the Ashland public schools entered upon a program for the revision and improvement of the curriculum. Three groups of teachers are engaged in this work: the primary teachers (grades 1 to 3, inclusive); the intermediate grade teachers (grades 4 to 6, inclusive); and the high school teachers (grades 7 to 12, inclusive). The primary teachers work under the direction of the primary supervisor.

The work in the intermediate department is divided into four subject-matter fields: reading and fine arts, language arts, social science, and math-

ematics and science. Two elementary school principals act as co-chairmen of each group. Each group is divided into committees on the various grade levels.

The heads of the English, social science, science, mathematics, language arts, home economics, and vocational subjects departments direct the work on the high school level. Here, as in the intermediate grades, faculty members serve on committees. None of the work done thus far is ready to be mimeographed, but work is under way, and it is believed that much good is being accomplished.—Arville Wheeler, Superintendent.



BANGOR, MAINE. During the past three years because of impetus given by changing the Bangor school system from the 8-4 to the 6-3-3 plan, there has been a complete revision of the courses of study in our elementary schools and junior high schools, and a considerable revision in the high school. All of the revision has looked toward the improvement of our work and toward better articulation. Our courses of study have not been printed and only the necessary number have been mimeographed. We regard them as purely tentative and subject to further change in the light of experience. We are, at present, of course, making all possible changes and adaptations, particularly in the high school, that are necessary to the furthering of the war effort.—Arthur E. Pierce, Superintendent of Schools.



LONG BEACH, CALIFORNIA. As a result of a recent cooperative project, we have developed an overview of the scope and sequence intended for appli-

cation in the curriculum of the Long Beach public schools. The term "social education" is used here to encompass a variety of curriculum developments, including the major units of work in the elementary schools, the social living courses in the junior high schools, and the social studies in the senior high schools. The statement presented in this publication was evolved during the past two years by the General Committee on the Curriculum after considering the reports of the Kindergarten-Primary, Intermediate, Junior High, and Senior High School Division Committees.

One can see in this overview how any unit used will fit into the total picture of the social education program. The *scope* places an emphasis upon social functions or activities which are pertinent to wholesome social living in a democracy. The report is issued now in order that division committees and (particularly) faculties under the leadership of principals may discuss the meaning of a social education program. This should lead to a better understanding of the trends and practices which are developing in the social education field of the curriculum.—Kenneth E. Oberholtzer, Superintendent of Schools.



LORAIN, OHIO. During the past three years teachers in Lorain elementary schools have been working on an organization of material for individualization in reading. This involves consideration of levels of difficulty, balance in types of material, a choice because of interest, and study of procedures which will effectively cover the amount of material used. We aim at a high degree of mastery in fluency and understanding on each level.

At the present time we are finishing two years of work in the social studies. Our social subjects have been organized into a core, with long daily teaching periods, nearly half of each day in the upper grades. This arrangement lends itself to more intensive teaching and time is permitted for the application of skill subjects to the special fields.

Committees are just now working out a schedule for use of visual aids, consisting mostly of films and slides from the State Department, which will tie in with social subjects when such helps are most needed. During the year we plan to start considering ways and means for individualization of instruction in the teaching of spelling and arithmetic.—Erma J. Beckwith, Elementary Supervisor.



**MOLINE, ILLINOIS.** We have organized a Curriculum Committee, made up of elementary, junior high, and senior high school teachers. The whole committee meets once each month, at which time we discuss various problems connected with curriculum reorganization, and particularly the effect of the war on our school program.

Various subcommittees are at work on specific projects. The first committee to really get into action has begun a study of various tests suitable for the fifth and sixth grades, such tests to be given shortly after the first of January as an aid in determining the proper classification of students when they enter the junior high school (seventh grade). The results of the tests, of course, will also indicate to some extent what desirable changes should be made in the fifth and sixth grades. A battery of tests has already

been selected and ordered. Subcommittees have also been set up to study our entire health program.

We believe that, although this democratic procedure may, to some extent, slow down the work of reorganizing and improving our curriculum, nevertheless it will create a stronger feeling of cooperation on the part of all teachers. The teachers themselves are actually involved in the study of all problems, and their recommendations will be given every consideration.

We are thoroughly convinced that in the stress of this war period we must be developing plans for expanding and improving the entire curriculum of our public schools. Incidentally, one committee will be organized to study the problem of improving the teaching of geography, particularly the type of geography that is required if our girls and boys are to thoroughly understand this global war.—C. R. Crakes, Superintendent.



**MUNCIE, INDIANA.** Our schools have been engaged in curriculum development for a period of ten years, during which time courses were developed for the elementary, junior, and senior high schools. The most recent elementary course of study in Muncie has been one in reading developed by a committee of teachers, principals, and supervisors.

Emphasis is being placed this present year in the kindergarten-primary grades on nutrition with the hope that a bulletin of best procedures will result at end of the year. Future plans include the building of a course of study in language, writing, and spelling. Individual teacher study and research is being encouraged in connection with this project.

An effort has been made in recent years in our junior high schools to connect up our school program with community life. This work has consisted of the development of a dozen or more monographs, each centering around some particular phase of local community life, each illustrated by cuts made from pictures taken of key activities involved.

During the past year we have developed a new trade school in connection with our senior high school which is now in operation day and night. Courses offered here and in the high school cater not only to regular day pupils, but to adults throughout the community who are working in defense factories or preparing for such work or who are taking additional training for community life.—T. B. Calvert, Director of Research and Budget.



PORT HURON, MICHIGAN. One of the most significant steps in undertaking to get an overview of our curriculum problem here was to formulate a statement of our philosophy of education. We are adjusting certain administrative procedures that have a direct bearing on curriculum. As an example, our senior high school went to a sixty-minute class period on February 1, 1943, which is a change from the forty-five-minute period. This will eliminate double periods for vocational classes and laboratory classes. The plan provides wider use of restricted facilities for our physical fitness program for boys. We are broadening our homemaking course in the senior high school. The plan also provides a period *during the school day* for assemblies, directed study, student council meetings, special library work, or club meetings. This, we believe, is

desirable as compared to having such activities after the school day. We also have a junior high school English and literature committee meeting to rethink the offerings in this field. We have added more health education time in the elementary schools.—Howard D. Crull, Superintendent of Schools.



PORTSMOUTH, OHIO. Beginning with the school year, 1941-42, the newly-appointed administrators of Portsmouth, Ohio, public schools saw the need for definite study toward the improvement of curriculum from the first through the twelfth grades. Realizing that any effort toward the improvement of the secondary program would necessarily have to be based on the primary and intermediate programs, the first emphasis in this study was given to the subject matter presented in grades one to eight. Various committees were appointed. Study was made to find efficient ways to combine and correlate history and geography. The same study was given to the combining of science, health, and safety. Although, to date no definite action has been taken, the skeleton program has been worked out, and as soon as the present emergency is over it is hoped that proper and well-written texts will be placed on the market by the different publishing companies.

In the two high schools during the present school year, experimental classes have been formed combining United States history and government and American literature in the eleventh grade. We are also in the process of formulating objectives and courses of study for each of the subjects offered in our curriculum.

In the field of high school mathematics we have attempted to formulate a program in the ninth grade that makes it possible to meet individual differences and needs to the end of securing better results in pupil growth in mathematics.

Experimentation has also taken place in the fields of secretarial practice, home economics, and vocational education with the view of turning out graduates who can immediately enter productive work.—W. Dennis Perkinson, Superintendent.



ST. JOSEPH, MISSOURI. More than two years ago our superintendent, Mr. T. E. Dale, appointed a committee to direct a program of study on philosophy of education for St. Joseph. The program was carried on in each building by a director of discussion chosen by the staff. In addition to presiding at the building meetings, the director was responsible for distribution of bulletins and questionnaires and the reporting in writing of the results of each meeting. These reports were compiled by the committee and returned to the buildings. More building meetings resulting in changes and qualifications of the statements followed. After further refining, the draft was submitted to a group of representative citizens who gave excellent assistance. The final draft, consisting of a definition of education, statements of philosophy of education, and statements on the purposes of education, was approved last May.

The purpose underlying the above study was the establishment of a basis for the evaluation of our curricular offerings, our methods of teaching, and the quality of the product, as well as

the evaluation of certain administrative practices.

The Board of Education has employed Dr. C. A. Phillips of the University of Missouri to act as consultant for a general program of curriculum revision. Groups representing each level from kindergarten through junior college are at present compiling the results of a survey to ascertain the local offerings in the field of social studies. Our efforts for the remainder of this year will be directed toward units of study for this field.

Our plan is to work intensively on this program of general revision for the next few years and then to establish a standing committee whose duty will be the constant revision of the curriculum.—Reuby Moore, Chairman of Committee on Philosophy of Education.



SUPERIOR, WISCONSIN. During the year, 1941-42, the teachers of the Superior public schools were asked to write down what work they were covering in all areas and fields to be incorporated in a complete course of study for the city system. The purpose of this was to afford an opportunity for teachers to express themselves regarding what should be taught in our schools, what objectives we should work toward, and how we might best achieve results of these objectives.

All the material was mimeographed and distributed among the teachers for purposes of discussion, evaluation, reconstruction, and an analysis was made of the areas which were considered among various areas of growth. For example, in the development of a certain skill an analysis was made according to what grade levels such development took place. This was done for

the purpose of finding out where there would be overlappings and omissions. At the present time various groups are meeting to discuss ways and means by which the course of study might be refined and developed to better meet the needs of the city system.—Leslie W. Johnson, Director of Child Accounting and Curriculum.



WASHINGTON, PENNSYLVANIA. The Washington public schools are undertaking a revision of the curriculum in arithmetic for grades 1-8, inclusive. The course of study for grades 1, 2, and 3 has recently been completed and mimeographed copies have been distributed among the teachers. The committees had the assistance of Dr. R. V. Young of the University of Pittsburgh, who visited in classrooms and advised the committees. The committees are still at work on the revision, grades 4-8, inclusive, and this revision will not be completed before June, 1943.

In addition to the revision of the course in the field of arithmetic the Washington public schools will inaugurate five preinduction training courses for the boys of the junior and senior classes in the Washington High School at the opening of the second semester February 1, 1943. There will be some girls who will enroll in these courses by choice, but the courses are compulsory for all the

boys of those grades unless they are carrying the regular academic work in science and mathematics provided in the curriculum for the junior and senior classes.—Meyers B. Horner, Superintendent of Schools.



WATERTOWN, NEW YORK. At the present time we are compiling a minimum list of spelling words for grades 2-6. These are based on teacher judgment, texts in good repute, and some consideration of the old list for New York State. Words of local needs are included for each grade level. Committees of teachers are now developing the last year of our elementary school course in social studies. Each unit after it comes from the classroom teacher is reviewed and revised by our elementary school principals and the supervisor through a series of group conferences.

Our latest endeavor is the production of an English monograph for teachers of grades 1-6. In this monograph we are tentatively listing definite skills in English with suggested treatment and some of the newer references. This monograph has grown out of the feeling that we needed more definite, though not necessarily rigid, allocation than we have had. Incidental needs, we have found, will not do the trick.—Ada R. Madden, Supervisor of Grades.



# Newspaper Editors Look at the Curriculum

By RHODES R. STABLEY, State Teachers  
College, Indiana, Pennsylvania

NEWSPAPER EDITORS are very much concerned about the curriculum of the public schools. Indeed, as shown by a study of editorials on American education in ten outstanding metropolitan papers<sup>1</sup> over a twenty-seven-year period, the curriculum receives more comment than any other field except administration. Subjects, courses, programs, and, to some extent, philosophies of curriculum are given much scrutiny, with peaks of interest found during the war and prosperity periods.<sup>2</sup>

The addition of new subjects to the curriculum almost invariably challenges attention. Very often opposition arises. Indeed, criticism of expansion comprises half the total given to all curricular matters. Led in the early years by western papers, it becomes quite general by 1916. After a lull during the war years, it appears first again in western papers, gradually spreads to all sections through the late twenties, and reaches a climax during the depression. The demand for a "return to the fundamentals"

and a "simplification along sensible lines" is frequently accompanied by a vigorous condemnation of "fads, fancies, frills, and furbelows." Usually there is no clear definition of these demands, no specification of the things condemned.

The prewar attack often hits the inefficiency of "teaching everything and nothing." The *Boston Evening Transcript*, referring to an arithmetic survey in progress, declares (1915): "We have encumbered the elementary schools with students that belong to special schools, and have committed the pupils to inadequacy and confusion instead of training them in the essential things. . . ."

The *New Orleans Times-Picayune* (1914) is so disturbed by conditions that it calls for a national movement against fads and frills because they have been a "curse and a cause of demoralization." A conservative speech by Mr. Taft serves to make the *New York Times* (1915) feel that the "little red schoolhouse perhaps did a better job than our great modern plants. The moderns roam over more subjects, are taught according to this or that pedantry and terminology, get more ornament or flourish. But is the root of the matter in them?"

One of the few approving notes of this period comes from the *Portland Oregonian*. It hits the *Minneapolis Journal* for criticizing domestic science and demanding a return to the essentials: "It seems easy to forget

<sup>1</sup>New York Times, Boston Evening Transcript, Atlanta Constitution, Louisville Courier-Journal, New Orleans Times-Picayune, Chicago Daily News, Minneapolis Journal, Denver Rocky Mountain News, Portland Oregonian, Los Angeles Times.

Criteria used in their selection included geographical distribution, political inclinations, reputation for serious and effective journalism, and size of circulation. Their combined circulation for the period 1910-1936 was one-fifteenth of the total for all daily newspapers in the United States.

<sup>2</sup>For purposes of analysis, the period 1910-1936 was broken down into five subdivisions: prewar, 1910 through July, 1914; war, August, 1914, through 1918; postwar, 1919 through 1922; prosperity, 1923 through 1929; depression, 1930 through 1936.

that the whole of the pupil's time in school has been spent on these three indispensables for many years and the result is what we see. An army of young people going out into life without the slightest knowledge of its duties or preparation to fulfill them, a whining host of the unemployed. It is a sad mockery to try to prepare young people for life by teaching them the theoretical abstractions in the usual arithmetics, grammars, and other textbooks."

The postwar years, however, find this paper joining the general opposition. It backs the Carnegie Foundation's report (1923), suggesting a reconsideration of the curriculum in the light of common-sense aims. Insisting that four things be well taught — language, arithmetic, citizenship, and elementary science—it goes on to attack the theory that "an attempt ought to be made to teach something of art, something of science, something of literature, something of political economy, something of every form of knowledge in which the world interests itself." Later it blames the new abstractions "for the notably poorer product of the seventh and eighth grades."

Editors emphasize the irony that complaining taxpayers themselves are often responsible for the peculiar hold of special subjects. Citizens demand economy in the schools, declares the *Chicago Daily News* (1926), yet hundreds of parents rise in opposition to the proposed elimination of courses in pottery, stagecraft, jewelry, and arts on the ground that "they are indispensable to personality development and citizenship training." The *Boston Evening Transcript* asks parents to cooperate with a commission studying means of reducing the cost of educa-

tion (1928), but it anticipates little actual result. "There is one generalized reply which may very well be expected from parents—namely, the advice, 'Cut down the frills.' But when it comes to a precise statement on the matter, it seems very difficult to discover just what constitutes a 'frill' upon the fabric of modern education. . . . An element which one parent considers needless, another may declare is among the most valuable advantages which the public schools now offer."

Another powerful factor in introducing and keeping entrenched unnecessary subjects is emulation. The *Atlanta Constitution* (1929) says it has "always contended for a modernly-adapted system of education, but we look askance at the prevailing pedagogical novelties instituted for no better reason than that some other state has been extravagant enough to exploit them."

Worth noting in the late twenties is the appearance in several papers of some justification for the curricular *status quo*. Two cases are especially interesting because they represent rather sharp changes of position. Thus, the *Boston Evening Transcript*, opposing in 1925 the "present curriculum as a hodgepodge poorly taught," is capable three years later of making this reply to certain critics: "Many who voice the complaint against the schools of 'fads and fancies' have very little idea of what the schools are actually doing. They ignore also the fact that subjects have been added to the curricula because of demands made by many who firmly believe that the additions would fill a real need."

Even more striking is the admission of the *Minneapolis Journal* (1928) in reference to a new program announced

by Western Reserve University and the Cleveland School of Education to establish training for nature guides in the interest of urban children. It concedes that some expansions of this type, once branded as ridiculous and time-wasting have become indispensable in the life of a changing society. It does not behoove the public, therefore, "to indulge in indiscriminate condemnation; rather, the good sense and judgment of school executives must be more and more respected and relied upon."

The depression years produce little in this tone. Exceptional is the attitude of the *New York Times*. In connection with the celebration of the birth centennial of Eliot (1934), it prints his ten-point program and heaps praise upon the special subjects which he defended—including manual training, domestic arts, hygiene, and music. It says: "When 3,000 children from the public schools of Cleveland sing to an audience of 7,000 superintendents and teachers, and when two orchestras at the opposite ends of a hall, a full city block in length, play Bach in antiphonal sequence, these arts cannot be thought fads and frills. They belong to the fundamentals in public education."

Economic pressure is admitted or implied in most curricular criticisms of the period. Thus the *Portland Oregonian* (1933), demanding that useless courses be removed, says that enriched curricula are all right when money permits; the *Louisville Courier-Journal* (1935) declares that the legality of a proposed subject does not justify it economically or educationally; and the *Los Angeles Times* (1931) insists that the primary purpose of the schools is to teach those subjects required by law. The *Boston*

*Evening Transcript* (1936), somewhat deserting its position of the late twenties, uses the economic argument among others to condemn the ceaseless expansion of courses on all levels. It agrees with Dr. Conant that the great educational question of the future is how to eliminate and condense, how to agree on certain aspects of subjects which should be thoroughly mastered.

Editors are well aware of the difficulty of solving this problem. Analysis of their comments, in fact, shows that they have little idea of how it is to be attacked. Fundamental principles or criteria for procedure are lacking—unless the carry-what-you-can-afford position can be classified as such. Few papers make serious attempts to develop a philosophy of curriculum, or even to define the terms they use. They usually fail to specify the course offerings so often attacked.

The *Atlanta Constitution* provides a typical example. In a series of editorials from 1923 through 1934 specifications are made only twice. Once it disparages modern readers as inferior in every way to the McGuffey readers; later it uses a fly-fishing course at Kansas University as a springboard for a general attack on "radicalism, foibles, frills, and furbelows." In most instances, however, even this springboard is lacking. It is enough that the economic shoe pinches. The closing of schools in 1930 brings from the *Constitution* a series of sharp attacks on "pedagogical fanaticisms"; not once is there an indication of what courses shall be pruned.

Discussion as to what is to be retained usually involves reference to the good old days when fundamentals were thoroughly taught. With all the talk about the three R's no paper con-

templates—even during the depression—a return to their narrow limitations. Getting back to basic studies appears to mean “let’s cut off something in the school offering.” A vague feeling that too much is being taught is matched by an equally vague notion of what a curriculum is or how it should reflect a rational educational philosophy. Corollary evidence of this is found in the fact that in treating of new or proposed courses—regardless of educational level—the papers almost always take favorable positions. Exceptions to this tendency involve such palpable extremes as courses in cheerleading, dude ranching, fly-fishing, plumbing for girls, jokes, and bridge.

Expansion of the curriculum viewed in a general way is usually condemned; specific additions are almost always favored. Thus the *New Orleans Times-Picayune*, outspoken throughout against “fads,” finds at different times a place in the high school curriculum for courses in first aid, jewelry, humane education, tick eradication, and aviation. In the same year that the *New York Times* argues for

a simpler curriculum in the elementary schools, it finds that “the idea of teaching practical gardening is not bad.”

There appears to be a need in editorial sanctums of a better understanding of the functions of the school in a changing society. Indications are that educators themselves have not taken the trouble to explain their concepts of the curriculum. The fact that editors tend to condemn in general and praise in particular seems to show that where schoolmen have taken pains to carry their public along, the response has been desirable. Cooperation between school and press is especially desirable in times of economic difficulty when a generalized frontal attack on education may be productive of much harm.

If history repeats itself, during the present war curricular matters will receive much less attention than usual; but in the postwar period they will again return to the editorial spotlight. The character of that future comment will be determined to a large degree by the foresight that educators show now.



## Wartime Adjustments in San Diego Schools

By CHARLES J. FALK, Instructional  
Coordinator, San Diego City Schools

THE CURRICULUM revision program in the San Diego city schools is a continuous process. During the national emergency, however, and particularly after the beginning of the war, the revision program was accelerated to meet new needs of pupils in a nation at war. Any statement of the current curriculum situation during this war period will, of course, be valid for a brief time only. Changes occur with great rapidity. Therefore, it is necessary to report the status of schoolwork more frequently than heretofore.

*Aviation Education.* Before the publication of the United States Office of Education leaflets and before the publication of the Macmillan Series and other books of this nature, much of the material in preflight aviation courses was gathered by the prospective teachers themselves. These teachers also shared materials with mathematics teachers and science teachers, who were working in our Summer Curriculum Development Center, so that in mathematics and science classes aviation materials and aviation problems could be presented.

At the opening of school in September, each senior high school offered at least one course in introduction to aviation (preflight aeronautics). The course was open to students in the eleventh and twelfth grades. Some schools set up science and mathematics prerequisites for the course. Other schools enrolled pupils without as

much concern for prerequisites. However, the latter schools used the regular counseling procedure to select pupils with sufficient ability to do the work of the course satisfactorily.

After consultation with Consolidated Aircraft, it became clear that the schools should offer not only preflight courses, but preconstruction courses. Plans are being laid at the present time for the introduction into the industrial arts classes of such preconstruction courses. The general content of such courses would consist of an explanation of the aviation industry, a breakdown of its organization, information concerning large assembly-line production, instruction in some special skill or skills and guidance of students so that they may use their skills to the best advantage.

The preproduction courses would naturally prepare boys and particularly girls for more elaborate courses in San Diego Vocational School immediately prior to their induction into the aviation industry.

*Mathematics.* San Diego city schools test the arithmetic achievement of pupils during the fourth and sixth grades by standardized achievement tests. Furthermore, next May and June all pupils who are finishing the eighth grade will be given an achievement test to ascertain the relationship of their accomplishments to the accomplishments of children in the rest of the United States. Besides these standard achievement tests, San

Diego city schools give the San Diego survey test in arithmetic to all pupils who are finishing the eighth and eleventh grades. Most junior high schools and senior high schools require pupils who do not pass the survey test satisfactorily to take remedial courses in the ninth or twelfth grades.

The Central Curriculum Council of the San Diego city schools has established the policy that most pupils be required to take some mathematics course in the ninth grade. In many schools junior business training has given way to a course in straight arithmetic; and in all junior high schools there is a remedial arithmetic course in the ninth grade for those pupils who did not show satisfactory achievement on the survey test given at the end of the eighth grade.

Commercial arithmetic continues to be taught in all senior high schools. The practice of teaching remedial arithmetic varies in the several high schools. Some offer the remedial work to juniors and seniors only, some do the large share of remedial work in the tenth grade. The endeavor, however, throughout the whole system is to see that the high school student has achieved his or her utmost in arithmetic before graduation from high school.

The armed forces of our country have stressed the need of more mathematics, particularly for officers and enlisted men. The consultants from the armed services, however, have not been able in all cases to point out to high school teachers what particular phases of the algebra and geometry courses are of more practical value in the armed services and what phases and problems are of less importance.

An attempt to arrive at a basis for revision was made in the San Diego

city schools by presenting a check list to all teachers of algebra, geometry, and trigonometry courses. Many items of considerable interest were discovered. The following are typical: Most teachers felt that trigonometry courses were of very little use in everyday life. Some even felt that such courses were of little value to the industrial workers. All, however, felt that trigonometry was of considerable importance in defense industries, in the armed services, in aviation, and in general in the work of pilots, navigators, bombardiers, military officers, and engineers. Most trigonometry teachers, however, believe that trigonometric identities and equations and the applications of trigonometry to algebra were of lesser importance than the other units usually taught in plane trigonometry courses. It was agreed that even for the draftee, the enlisted man and industrial worker as complete an understanding of the right angle as possible should be a major objective.

There has been some discussion about the value of plane geometry courses. In some respects the plane geometry course as now taught is a course in logic rather than practical instruction for shop and aviation use.

The Mathematics Steering Committee is proposing to the Central Curriculum Council that all high schools offer a course in basic mathematics to any senior who has had at least one year of algebra. Such a course would give a quick review of the difficult problems in arithmetic and beginning algebra, and would then proceed through the most useful parts of plane geometry, advanced algebra, and even solid geometry and trigonometry. At least the larger high schools in San Diego will experiment with these courses in the spring of 1943.

*Physical Science.* The teachers of physics find that they are far better able to contribute to the war effort than, for example, teachers of chemistry and biology. Many of these teachers spent the summer vacation preparing instruction material related to aviation education.

The San Diego City Schools Administration and the Science Steering Committee are at the present time dealing with very vital problems, an outline of which follows:

1. How to replace science teachers who are being drafted, leaving for military commission, or for more attractive industrial offers.
2. How to adapt instructional procedures to utilize aviation and other war activities as the medium for instruction in science principles.
3. How to select from unlimited field of science those immediately important learnings in view of the war situation.
4. How to train in-service new teachers with limited training and experience in science who are being assigned to fill places of those lost as mentioned above.
5. How to provide boys in science courses some of the fundamental training they should get in the course, "introduction to aviation," but which they are not getting because of the few classes and limited enrollments now existing.

*Vocational Education and Industrial Arts.* The vocational school is offering a great variety of courses in many and varied locations of the city. Since July, 1940, 80,000 persons, young and old, men and women, have received training at the vocational school. It has made it possible through vocational courses of high school level for

the high school student to prepare himself for military services. It has provided supplementary and up-grade training in all trade and commercial fields and raised the level of skill of personnel. It has through its production training program produced since July, 1942, a million assembly details now flying in bombers and other aircraft.

The industrial arts departments in the secondary schools have worked on hundreds of projects, resulting in thousands of units of production such as: 2,000 model airplanes for the military services, 625 stretchers, and games and recreational equipment for military camps. Special preinduction classes for women qualifying them to enter war production lines have been established.

*Health Education.* Two physicians from the Health Education Department spend the mornings of every day in the week giving health examinations to individual pupils at all grade levels.

The physician who directs the Health Education Department has met with physical education instructors to give them information on discovering health defects. There is a greater alertness on the part of all physical education instructors to segregate health deficiencies and to assist the pupils in correcting these deficiencies.

All secondary schools offer courses in child care and home nursing. The Health Education Department provides health information to all types of classes at all levels. This information is integrated by the teachers into the regular classroom work. Due to the war, teachers are much more health-conscious and now use this material more than they have in the past. All health information heretofore pro-

vided to elementary schools is being studied and reallocated for changed grade levels.

*Home Economics.* The curriculum changes in the Home Economics Department revolve around the following items: buying in wartimes, price ceilings, O. P. A. regulations, problems growing out of rationing, voluntary conservation of food and clothing, health conservation through nutrition, home nursing, and first aid.

*Social Studies.* A complete revision of the social studies curriculum is underway. The curriculum in the junior high school in particular is being revised. Throughout the entire social studies program, however, geography and the global nature of the present war are emphasized as are the reasons for the struggle, the position of a democratic government in a war with totalitarianism, the aims of the Allies, the current progress of the war, peace proposals after the war and a study of new governmental agencies, such as the O. P. A., the O. C. D., etc. There is also particular emphasis at various grade levels on inter-American relations.

*Art and Music.* War posters are made in the art department as are model airplanes and drawings of planes.

Patriotic songs and patriotic music for orchestras and bands are a natural outgrowth of the war situation. The entire music department of the city schools, however, has been encouraging better inter-American relations by the use of the Pan-American theme.

*Victory Corps.* A city-wide Victory Corps organization has been es-

tablished by the Board of Education. A city-wide Council of the Victory Corps, made up from directors in each of the senior high schools and students from each of the high schools, chart the course of the Victory Corps throughout the city. Besides the general council, there is a citizens' advisory committee which serves as a guidance agency and a source of community suggestions.

Each senior high school has its Victory Corps with its own director and school council consisting of the director, faculty members, and students. Up to the present time, general memberships alone have been granted to students. Membership in specialized fields will be granted to students during the spring of 1943. Insignia are furnished by the Board of Education.

*Retraining of Teachers.* A decrease has taken place in the enrollment of students in art and music classes, foreign languages, and certain cultural subjects. This decrease has been so noticeable that certain teachers who have specialized in these fields have found it necessary to retrain in a new type of teaching, such as mathematics, science, mechanical drafting, blueprint, etc. Cooperation in the retraining program has been given by nearby universities; however, San Diego city schools used their Summer Curriculum Development Center to retrain teachers during the summer and their regular curriculum revision program to retrain teachers during the school year. Teachers who are retrained generally receive salary hurdle credit for the work they do in retraining or in new course construction.

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## Farm Electrification and the Curriculum

By ALLYN A. WALTERS, Information  
Division, Rural Electrification Administration

**E**LECTRICITY ON the farm is changing the life of the American farmer. It is bringing him different ways of doing things, ways that are more rapid, less fraught with the element of chance and more sure of returning a profit on his effort and investment. It is making other changes too. Some of his work that is hard and toilsome is done for him by power machinery; much of his other work takes less time to do; some of his chores now almost "do themselves" automatically. The farmer is beginning to experience something of the leisure for which he envies the city worker.

The farmer obviously is on the threshold of a new kind of life, made possible by electricity on his farm. But this demands new techniques and new skills. Farming is no longer the simple thing it was. It has been elevated to the status of a craft, requiring a training and an education identical to that available to other crafts. Here is a challenge to the rural school curriculum.

This challenge runs in two directions—how it can prepare the rural pupils for electricity as a way of life and what the schools can do with electricity in their own methods.

A prime essential here is to break down innate conservatism and the ordinary prejudice of people to things new, whether a new economic theory to city folks, or a new farm machine to country folks. In this the curriculum of country schools is of major

importance. Ideas planted in school become fixed, and a new plan of life is easily adopted if the foundations for it are laid when the boy or girl is still young. The youth must be prepared to take advantage to the fullest extent of this new force of electricity as it applies to agriculture. It must be taught to adopt the new basis of our economy to its mode of living. It must be prepared to demand an efficient and electrified farm, just as industry grasped the efficient and electrified factory. In the rural school curriculum it means doing a great many things that have not been done before. But it also means laying the foundation for the new life and the new leisure that American farmers now can have.

What the new leisure will mean can be forecast. It can be stated in terms of labor saving a farmer with electricity can effect now. An automatic water pressure system in a fifty-cow dairy barn will save from three to five hours a day in time needed to clean the barn and utensils. Two hours of man-labor a day can be saved in the time required to pump and carry water for 1,000 laying hens. With an electric milk cooler, the labor saved is from one to two hours per 1,000 pounds of milk. The electric milking machine alone will save 300 man-hours of labor each month for every fifty cows milked. And this leaves out of consideration the saving in labor in the farm home itself by good

lighting, running water, the electric range, electric laundry equipment, and the many other household appliances already on the market. The estimate of time saved there is from twenty to thirty per cent. Progress of that sort is bound to have meaning in the life of the American farmer.

New fields of vocational training open up—training that fits the farm youth for using the new power source on the farm. Incidentally, it opens up new trades requiring new skills. For one thing there is welding. Then there is the knowledge of how to use, care for, and repair the new electrified farm equipment that is constantly being developed, the electric feed grinders, the electric poultry brooders, the milking machines, the small mills, to mention only a few of the 200 or more electric farm devices already available. Much of this equipment can be made right on the farm, if one has the skill and the training it requires. And those skills should be taught. Then there are the new methods of processing food and feed, which form only one of the adaptations of electricity to farm life and to the elimination of the drudgery farm life long has meant.

The home dehydrator alone, involving at once the oldest and the newest idea in food preservation, as soon as it attains the popularity of, say, the washing machine, will make a marked contribution to the matter of food preservation. The end of the war will bring a number of designs to the market. No less, of course, is the household refrigerator, already a common piece of household equipment in the country as it is in the city. And the cold storage locker, with its capacity for storing a food supply suf-

ficient for a long period is finding a widening acceptance.

It will mean new textbooks for new subjects. The fascinating history of electricity and its dramatic development, which will mean so much in farm life, should be familiar to every youngster. So should the elementals of techniques and terminology. The story of American rural electrification, as marking the beginning of the end of farm toil, should also be taught both as essential history and as history of the rise of agriculture. So should the social and economic value of electricity in all American industry and its relation to the rise of American labor whether in the factory or on the farm.

With all this should go a gradual development of farm youth for the greater leisure that is to be theirs, once electricity comes to the farm in any near measure to what it is in the city. Social and communal interests should be fostered; leisure-time habits should be inspired; tastes for varied interests as leisure-time activity should be inculcated, and even new skills for leisure-time occupation. A new force on the farm is at hand and the coming generation of farmers must be prepared to receive it and use it in all its implications if it is to derive full benefit from it.

But perhaps preceding this teaching of the full use of electricity on the farm should be the full use of electricity in the schools themselves, in their methods, and in their physical equipment.

The use of electricity to light up the rural schools, to dispel the dreariness, and to end the frequent eyestrain should be basic. Good lighting, besides, makes the school available day or night, and so increases its usefulness

for a variety of purposes. And from then on there develops a series of uses for electricity, not the least of which is the facility it provides for furnishing to the pupils hot noonday lunches, something nutritionists hold highly essential with a minimum of effort. The electric range and the electric hot plate take care of that, with the electric refrigerator to keep food fresh until used.

Furthermore, as an addition to the methods in the schools, electricity opens up the field of visual education to an extent not possible hitherto. The stereopticon and the motion picture machine, now with sound attachment, enlarge the possibilities of the teacher to innumerable times its former dimensions, and facilitates the grasp of the pupil to an equally large extent. Geography becomes clear when seen on a screen in addition to the matter in the text. History becomes real when text is portrayed by moving and speaking characters. Much has been done even with subjects in science, and much more will be done in all fields.

It is fair to say that education in America has seriously tried to meet the needs of the times. But neither is it unfair to point out that in general the school curriculum has lagged a bit to the rear of the parade. The reasons for it are not hard to find. The days when "pure" education was the sole purpose of schooling are not so very far behind us. In those days emphasis was laid on the classics, with Greek and Latin an absolute minimum. It is now well understood that education of that sort was intended for the enjoyment of the refinements of life, even though few could possess them. But then education was intended only for the few.

In our American democracy it began to be recognized that education had to be something vastly different. We began the attempt to diffuse it as widely as possible. And we sought to fit it into our way of life. We were building a nation. Work, hard and pioneering work, was essential to our growth, and even to our survival. Appreciation was growing for abilities to do things, and for special skills to do particular things well. And school curricula began to respond to the needs.

But the needs themselves shift greatly. A brief glance at the economic history of our country demonstrates it. To predict that they will shift more is hardly prophecy. Handcraft was the means of production in the early days of our history. The power was hand power. The skills that were extant were either handed down from father to son or were acquired by an apprentice system that was as notable for its abuse as for its utility. Output was small. With the coming of the machine, the national output was quickened and the economy of the nation responded to it in better living. It was with the arrival of steam power that a new cycle in our national economy began. The factory system soon followed. The types of needed skills took on a marked change, and men began that long struggle for the shorter workday that was to provide some leisure to enjoy life. But the advent of electricity brought the newest agency into the life and economy of the people—an agency, the potentialities of which have barely been explored, and which challenge the most fertile imagination. Electricity has become the basis of our existence. It has already brought a type of living, the prediction of which only a few

decades ago would have been regarded visionary. It has become a challenge to accepted theories and accepted institutions, and, of course, to education. Education began to recognize what its role should be. Education must serve. It must serve the definite ends of better living—living more in consonance with the advance of the times.

Of course, this did not come about without a struggle. Within the school systems there was the same struggle between those who would progress and those, who, although not averse to progress, still prefer to move deliberately, characteristic of all American life, political and economic. Those devoted to "pure" education, plus the three learned professions, were in possession of our institutions of higher education, and meant to keep them. Preparatory and elementary schools, as best they could, sought mostly to meet the requirements of admission to them. That situation in the lower schools is gradually changing.

The fallacy in that sort of education in the lower schools is obvious. It is too far removed from the needs of everyday living. It takes no recognition of those who do not intend, or cannot, continue their schooling in the institutions of higher education. It takes no cognizance of the needs for the training and the special skills that are essential to a society such as ours. It ignores the broad principles of democracy that underlie our form of society as well as our form of government. It fails to prepare the coming generation to meet the problems of living, problems rooted in the manner of making a living. It misses the

point that education must have a vital relation to life or it falls short of its major purpose. The fallacy stands out most glaringly in our rural schools. No economic advantage from a great scientific innovation is possible unless the people are prepared to make use of it. Nor can any social gains derive from it.

Electricity contains the largest and the greatest challenge to our former way of life. Nor does the challenge remain confined to our urban centers as it so long has been. Through the intercession of the federal government, by means of the Rural Electrification Administration, electricity is being brought to farms and farm homes of the country once thought too remote ever to hope to attain it. Once the war is won, this process of electrification of rural areas, now laid aside for the duration, will be resumed at an accelerated pace. In time the great majority of American farm homes will have central station power.

Farmers are not slow to take advantage of this new agency, as figures convincingly indicate. From less than eleven per cent in 1935, farms receiving central station electric service now total nearly forty per cent. And once the war is won progress will proceed at even a greater pace.

The age of electricity already here is beginning to fulfill its promise. Farmers see in it prospects for a fuller life, with greater profits from their work, and with more leisure after their work. But they must have the training. That task belongs to the rural schools. And they must fit their curricula to meet it.

## Radio Appreciation in the Secondary Schools

By CHARLES I. GLICKSBERG, Southwide High School, Newark, New Jersey

THE SUGGESTION THAT radio appreciation be taught in the high school will be met with a lifting of skeptical eyebrows. Here is another fad fostered by visionary proponents of "progressive" education. Radio as entertainment, radio as a medium of intensive advertising, radio as opium for the masses—that has obvious and decided advantages—but there is little point in dragging the radio into the schools and turning it into a curricular fetish. Indeed, the idea will probably encounter as much opposition in certain quarters as did the plan, when first proposed, of teaching students to "appreciate" that "low-brow" art, the movies. Relatively few teachers recognize the enormous potentialities of radio for the future of education. Few are willing to experiment with it for any length of time. Consequently, there has been no coordinated work in this field, no large-scale teaching experiments.

Education outside the classroom is as important as what happens inside the classroom, if not more important. Students will listen to the radio, regardless of what teachers say or do. They will dial those programs, educational or not, which stimulate their imagination and which make them laugh. They need no invitation and no urging. The radio is one part of their life-centered curriculum which requires no motivation. In recom-

mending the correlation of radio listening habits with the formal educative process, one need not exaggerate the power of the radio. It is, after all, only an instrument, nothing more. All that can issue from it is sound, either spoken or mechanical, and the value of what issues from it depends on what is said or sung in relation to mechanically-produced effects. Increased facilities of communication do not necessarily raise the intelligence of a people, and the radio of itself will not lift the cultural level of the masses unless the programs are of consistently high merit. Before this can take place, an intelligently critical audience must be developed which will demand programs of that type.

A course in radio appreciation does not require much equipment. The schools of the future will undoubtedly serve the community by having at their disposal the services of a local broadcasting station, but the schools of today will have to forego such technological luxuries. They will have to shift as well as they can with the material at hand. The notion will have to be abandoned that such a course consists simply of listening to selected radio programs in the classroom and then having the students talk about them. Though even such a course would have considerable merit (witness the courses in music appreciation that utilize recordings), a num-

ber of serious difficulties arise if that pedagogic procedure is followed. There is no provision that the time when the class regularly meets each day will furnish suitable programs. Second, it is important that the students should be asked to listen during their leisure hours. Little should be done in the classroom which the student can do for himself at home.

As a matter of fact, a course in radio appreciation is so fruitful and varied in content that the curriculum maker is faced at the outset with an embarrassment of riches. It would scarcely be possible to do it full justice within the space of one term. Consider some of the possibilities of organization open to the enterprising teacher. After a comprehensive survey of the field in its elementary aspects, the teacher can divide the students into committees or groups, each one being permitted to select a major field of interest for research. One student will devote himself, let us say, to script writing because he thinks he has some creative ability and is ambitious to become a full-fledged writer. Another, more mechanically inclined, might be led to investigate the technical side of radio production. Still a third might be prompted to undertake a study of the theatre of the air, the composition of plays especially adapted to the requirements of the radio. Students with good voices could try out as announcers. Musicians in the class would look carefully into the subject of music on the radio, a field almost without limits and one which would have to be subdivided since it is so vast and complex. The variety entertainer, the singer, the storyteller, the master of ceremonies, each of these would have his tryout in the class, his

report to make, his quota of programs to listen to and evaluate critically.

To supplement the classroom instruction with practical experience, the students would be conducted as often as is practicable on tours to different near-by radio stations. In that way they would learn a great deal about the various methods of production used. Observations would confirm and make more vividly concrete what they discussed in class or read in books. Whenever possible, men connected with the radio industry would be invited to give talks on some subject related to broadcasting.

The fact that students listen faithfully to the radio is a handicap as well as an asset. The radio has become an all-too-familiar article of household furniture, always there at our beck and call. What happens is that few programs are listened to with complete absorption. The sounds emanating from the radio usually provide a pleasant accompaniment to what the student happens to be doing at the time. The radio is thus guilty in part of developing undesirable habits of attention. There is no intense looking forward to an important event. Operas and symphonies and plays can be had at the cost of turning a dial. If one misses part of the program, what of it? There will be other programs, day after day, without end.

The school can attempt to counteract this unfortunate tendency. It can do so effectively by cultivating in students an attitude of eager and intelligent expectancy. A course in radio appreciation should aim to make the pupils more selective and discriminating in their taste. Their minds, when trained, will filter the incessant ooze of sound and keep only the more precious residue. And this

abstinence, it is to be hoped, will build up sound standards of appreciation, will make for deeper and more genuine enjoyment. They will understand in advance the significance of what they are going to hear. They will learn to respond more critically. Better one hour of meaningful listening than days and nights of diluted, nondescript programs which are heard for lack of anything more exciting to do at the time.

The effort on the part of the school to "muscle in" on the radio may, of course, lead to complications. Students must not be made to feel that their listening habits are to be regimented, that their radio assignments will be compulsory; their attitude of spontaneous enjoyment must not be destroyed. The course must be conducted in a cooperative, democratic manner. The students should be encouraged to listen to radio programs that they personally find absorbing. Taste cannot be developed by dictatorial edict. It is a slow process of growth. The prime object of a course in radio appreciation should be to obtain student participation. The class will respond wholeheartedly when it perceives that it is running the show and that no attempt is being made to transform radio listening into homework. If the teacher collaborates sympathetically in this adventure in learning, he will discover a great deal that is significant about the listening habits of his students: how their attitudes are affected by what they hear, the miscellaneous body of knowledge they acquire, their leading interests and sources of enjoyment. He will also discover why certain radio programs command wide popularity while others—those perhaps that he partic-

ularly likes—fail to interest the young.<sup>1</sup> The virtue of the democratic educative process is that it works its benefits unobtrusively by means of discussion, exchange of ideas, unconscious imitation. Gradually the level of appreciation is raised.

There is no sure-fire remedy for the situation as it exists at the present time; teachers will have to adjust themselves realistically to it and make the most of their opportunities. The technical skill of the radio is likely to grow more rapidly than its ability to provide programs of a high standard. One of the complaints frequently made by educators is that so few "teaching" programs are to be heard in the evening. One need not stop to quarrel over the meaning of the word "teaching," but if we interpret it in the conventional, academic sense, then perhaps we might be spared these "teaching" lessons for more novel, stimulating, and effective programs. Any department in the school which is aware of the abundant opportunities offered by the radio could point out the potential usefulness of programs that do not attempt to "teach" directly. Speeches by eminent men, talks by authorities in their fields, the Town Hall of the Air, the University of the Air, Information Please, the reading of poetry by contemporary

<sup>1</sup>In the course of the Regents' Inquiry, New York high school students were asked to indicate what radio programs they listen to habitually. Of the twenty-seven programs listened to regularly by forty or more pupils in the schools investigated, the most popular, declares Professor Dora V. Smith in "Evaluating Instruction in Secondary School English," "were comedy and variety programs, including wisecrack comedians, nitwit girls, and the like, accompanied by light popular music." In fact, forty-six per cent of all programs listened to were of a comic variety type; fifteen per cent were juvenile thrillers that ran as a serial. According to Professor Smith, these figures suggest "that individual schools would find it profitable to study the local situation in radio listening and to adopt a school policy concerning it. Practically nothing is being done in the schools visited to improve habits of listening."

poets, poetry given a musical or dramatic setting by a pioneering talent like Norman Corwin, intelligent discussion of books and plays—all these and many others are “educational.” The only drawback is that students have not been trained to listen receptively and understandingly and to make constructive use of what they hear.

If it is true that students spend a large part of their leisure time listening to the radio, then it becomes the function of the secondary school to educate the listening habits of the young. Hence, Mr. Max Herzberg, editor of the volume, *Radio and English Teaching*, is on the right track when he asserts that “courses in the appreciation and criticism of radio must become as common as those we now have in the appreciation and criticism of books.” Programs that are used for instructional purposes should generate fruitful discussion, but preceding the listening there should be a period of adequate preparation, not only to arouse anticipatory interest, but also to focus attention on what to look for.

In the field of radio appreciation, no miracle of conversion should be expected or attempted. Like the psychotherapist in treating patients, the teacher must begin his work of educating taste by recognizing the limits of the human material at his disposal. What the students positively enjoy at this stage of their development is a subjective criterion of excellence that no pedagogic exhortation can possibly hope to change. If the teacher takes himself and his duties too seriously, the net result will be to alienate the confidence and dissipate the interest of his students. It is to set up a wall of separation as unscalable as that be-

tween adolescence and adulthood. The battle is lost before it is waged. There is no arguing concerning matters of taste. The wiser procedure is to use subjective likes and dislikes of the students as clinical clues to their degree of personality development. Some tentative suggestions may be formulated for the guidance of the teacher:

1. Do not impose standards; they cannot be taught as we teach rules of grammar. They must be learned the hard way, by experience, by passing through various stages of growth.
2. Do not attempt to pass Olympian judgments; do not assume antecedent criteria of *poor* or *excellent*. This is the very issue that the students have to decide for themselves.
3. Develop a tolerant, hospitable attitude, permitting the inclusion of divergent tastes and interests.
4. Instill a feeling of confidence, create an atmosphere of frankness, so that no one will feel that his genuine likes are frowned upon. There should be no snobbish appeal, no aesthetic imperatives.
5. Conversion, when it finally takes place, will be the culmination of a long process of growth in sensitiveness and insight in response to the awakening of new needs and interests.
6. The object is to develop understanding of what one likes, self-understanding, to build up self-evolved and self-imposed critical standards.

A cultural instrument of extraordinary efficacy, the radio possesses the power of vividness of presentation and immediacy of interest. The radio as an instrument of propaganda, the radio as a medium for discussion, the radio as an art form—all these functions are highly important for the future of education.

## Elementary School Helps Student Teachers

By JOHN B. GURSKEY, Principal,  
Ridgway School, Coatesville, Pennsylvania

THE TEACHER TRAINING setup in the Coatesville public schools presents ideal conditions for intern service. Situated fourteen miles from the West Chester State Teachers College, one of Pennsylvania's thirteen controlled training centers, our schools offer maximum opportunities for all-round growth to students from the college selected for this purpose.

When students at the college have completed three or three and a half years of study, as the case may be, they begin their internship. The group assigned varies in number from twenty to twenty-five. Their supervisor, a member of the college faculty, lives in our community and the students find homes with private families and at the Y. W. C. A. They return to the college for important social functions, but maintain an independent organization for themselves. Because the students are granted this opportunity to manage themselves, we believe they are better able to make adjustments as they go into their professional situations.

A short period of observation is given the students so that they may familiarize themselves with their new environment, their cooperative teachers, the children, and the organization. Social activities, such as teas and dances, are featured during the first days so that wholesome relationships are established. Tours of interest through the city and the schools are arranged and the superintendent and

principals meet each of the students to extend an official welcome.

1. *Students work in natural situations.* The semester given over to internship is usually divided into two nine-week periods. Spending the entire day in the company of one group offers real and lifelike problems. The intern is studying, observing, analyzing, and teaching the entire school day and is not merely participating in an assigned lesson to be taught, while the supervisor and cooperative teacher observe. The intern soon comes to realize that she must assume responsibility for the endless problems arising from the intimate and everyday contacts with her pupils.

Since the student teachers are in the building the entire day, they meet with opportunities for strengthening their professional contacts with other teachers within the school. They come to know the principal intimately and are encouraged to participate in the social life of the school. Each intern is expected to accompany the cooperative teacher as she visits in the homes of the pupils.

2. *Longer and more intimate contacts with smaller groups are provided.* The intern is made to feel vitally necessary to the group from the outset, and since the entire day is spent with the same group both teacher and pupils become more intimately acquainted. The large group is subdivided into smaller groups, and the intern is given her share of respon-

sibilities for these. The cooperative teacher strives continuously to release as many of the abilities that are possible of discovery, and the intern gradually progresses to the acceptance of complete responsibility for her groups.

3. *Individual interests and needs are recognized and satisfied.* Both teachers meet on a social, friendly basis, which provides many opportunities for the cooperative teacher to study, evaluate, and advise the intern. Likewise, the intern can offer suggestions and seek criticism both in and out of the school situation. During the present crisis, student teachers have contributed richly to the community efforts by their participation in first-aid classes, canteen units, registration, sugar and gas rationing. And these activities have enriched the student teachers by providing opportunities to meet parents and the out-of-school community.

4. *Richer backgrounds are developed through participation in the various activities in the school program.* The intern, as she spends the day with her groups for nine weeks, or longer, is given opportunities to become a necessary member of the school. The longer period provides opportunities to follow the development of a unit from its beginning to the final objectives; to direct and participate in a dramatic play first with the group and then sharing it with other groups; to assist with the student government; to participate in cafeteria planning and management; to assume responsibility for a group on the playground; to share in the activities connected with an air-raid drill; to confer with the school nurse and doctor relative to members of her group; to meet with parents of the children with

whom she works; to encourage reading activities by participation in the library periods. These and many other activities tend to build up a sturdy background for the same experiences in the in-service career.

5. *Guidance techniques are developed through actual contacts.* Our intern teachers know their pupils through firsthand contacts. In making reports to the parents the student teacher assumes responsibility for her groups. Conferences with the supervisor, cooperative teacher, and the intern always precede any reporting to the parents either in school or in the home. Reporting case studies, keeping of interest logs; observing children at work and play and visiting with them are other opportunities for the young teacher to become a vital part of pupil progress.

6. *Security is developed and initiative encouraged through participation in the management of the school.* Representation at the weekly staff meeting invites and inspires cooperation, for we have discovered that, because of their recent training, the intern teachers contribute much to the thinking of the regular staff. Their vivacious, energetic, buoyant, eager-to-be-about attitudes serve as a stimulant to any easy-plodding teaching group. Opportunities to express ideas and to offer suggestions relating to the management of the school give a sense of belonging which is most healthy for any teacher.

7. *Community resources and relationships are explored and utilized.* Since the students live in the community many useful and practical opportunities for creating finer relationship between the school and community are always present. The public library

furnishes material for school and leisure reading; visits to factories and shops tend to bring the school and industrial activities closer together; participation in community projects, such as glee clubs, tennis tournaments, swimming, bowling, the Y. W. C. A., Girl Scouts, Girl Reserves, and many other similar enterprises builds up a steady fund of useful information.

8. *Opportunities for initiative and originality are constantly arising.* The interns are given first opportunities at substituting and are paid accordingly. When the cooperative teacher is absent, the intern assumes full charge of the room. Transfers at mid-semester offer opportunities for encouragement or even totally different duties. During the spring when applicants are being interviewed for vacancies, the intern teachers receive first consideration and it is gratifying to note that each year an increasing number of them are elected to positions in our school system.

9. *Opportunities for visiting are provided.* We believe our teachers profit through opportunities to visit in other school systems. The student teachers enjoy and grow professionally through these experiences too. Because the student teacher is in the classroom the entire day, it is possible for the cooperative teacher to be released, taking with her another student teacher or placing a visiting student teacher in the room. The cooperative teacher and her student teacher may then visit together and profit by a mutual experience. Opportunities to attend conferences are always made possible, for we believe

the more contacts teachers have professionally, the more interesting and valuable they become.

10. *Longer periods for observation are assured.* Too frequently the observation period is casual, short, and inadequate. No matter how acute the analytical powers of an observer may be, an outsider stepping into a classroom needs unlimited time for a full and satisfying complete picture of the work being done by the intern. It is also possible and desirable for interns to observe their classmates, thereby measuring their own achievement. Practical problems and demonstrations may be taken into the two weekly conference periods.

11. *Membership in the school is automatically considered.* Probably the finest and most worth-while contribution afforded by our plan is the satisfaction of belonging to the group, which the intern comes to sense very quickly. It is not long before the pupils come to respect the student teacher and to realize her contributions in making the school a happier place. Some of the most encouraging tributes have come from girls and boys to student teachers and with so healthy a relationship we believe the intern teacher is well on her road to success as she goes out into the profession.

Because these young teachers live in our community, we believe they are better able to interpret our philosophy, understand our girls and boys, do a better job of their internship, and develop contacts which make them more desirable citizens in whatever community they may go for their professional career.

# Teachers Experiment in Speech Correction Program

By LUCILE CYPREANSEN,  
Wartburg College, Waverly, Iowa

FOR THE PAST several years, the University of Nebraska has had a summer speech improvement clinic for the purpose of teacher training and child development. This year the following departments cooperated in the venture: the Department of Elementary Education, the Department of Speech, and the Department of Educational Psychology and Measurements.

The summer speech clinic had two objectives: first, the training of teachers in speech correction methods, and second, the correction of the speech difficulties of the children enrolled. It is obvious that experienced clinicians would have secured quicker results than the practicing teachers, but in such a case these teachers would not have gained the experience needed. An attempt was made to solve this problem by providing the teachers with the supplementary services of a trained clinician, thus assuring the teachers the maximum amount of assistance and the children the maximum amount of service.

A happy climax to two years as part-time clinician in the speech improvement laboratory was the opportunity for the writer to serve as assistant supervisor in this summer clinic.

Because I believe it will be helpful to teachers in other states to make known our experiences, I wish to give here a short survey of the work that was undertaken.

One course in speech correction and a second course in speech pathology provided the clinic with twenty teacher-clinicians who did actual corrective work with children in the clinic. Of this group, thirteen were teachers regularly employed in the state who took the summer work in speech correction because of a felt need to obtain information and help regarding speech problems in their respective schools; seven were prospective teachers in training.

A total of twenty-seven children were enrolled in the clinic. Twenty-two of these came to the clinic upon the recommendation of the Lincoln public school psychologist; five came from other Nebraska towns and stayed at boarding homes or with relatives in order to take the speech correction work.

The clinic operated from nine to eleven each school morning from June 15 to July 10 in the Temple Building at the University. As the teacher-clinicians observed, two experienced clinicians interviewed the children and their parents, taking case histories and making a diagnostic record of each child's difficulty in order that plans could be made to fill his specific needs. The Stanford-Binet Tests of Intelligence were given to several of the children, and the California Test of Personality was given to as many of the children as would cooperate. The results of these tests helped

to give insight into the children's speech problems.

The clinic procedure took form as follows:

9:00-9:30 — Instruction to the teachers in speech correction methods. Supervised relaxation and play for the children who arrived before 9:30. This was a practice period for correct speech with no special speech instruction.

9:30-9:50—Individual work for the younger children. Group work for the older children.

9:50-10:10 — Individual work for the older children. Group work for the younger children.

10:10-11:00—Continued corrective work for all in age groups; choral reading, creative play, games.

Early in the summer a shopping tour was made for the purpose of finding suitable games and toys for use in speech improvement. The ten-cent stores offered an ample supply of such materials. At the cost of a few dollars we stocked up on balls, beanbags, toy telephones, card games, pinwheels, ring toss games, wooden alphabets, crayons, coloring books, colored storybooks, scissors, and paper. In the speech laboratory proper, Dr. Laase collected more than a hundred text and workbooks related to the subject of speech correction.<sup>1</sup>

In analyzing the speech difficulties of the children, the following classifications might be made:

<i>Speech Difficulty</i>	<i>Frequency</i>
Delayed Speech Development.....	22
Stuttering .....	6
Oral Inaccuracy .....	4
Hearing Deficiency .....	4
Voice Problem .....	3

<sup>1</sup>A bibliography for speech correction may be obtained from the Department of Speech and Dramatic Art, School of Fine Arts, University of Nebraska.

The consonant sounds that were misused were, in order of frequency, as follows:

<i>Sound</i>	<i>Frequency</i>	<i>Sound</i>	<i>Frequency</i>
r .....	16	v, w .....	6
th .....	15	t, f .....	5
l .....	13	zh, ng .....	4
sh, s .....	12	d, j .....	3
g, z .....	11	n, m .....	2
y, k, p, ch, wh... 7		h .....	1

The results of the California Test of Personality disclosed that the six children who presented the more complicated speech problems had the lowest total adjustment scores. These children were retarded in school from one to three years. Whether the speech difficulty was the cause of the personality problem or whether the personality problem had something to do with the development of the speech difficulty was not clear; perhaps each contributed to the other. It is known that children with speech difficulties often present personality problems. Usually, it is necessary to deal with personality factors along with the speech improvement program.

The corrective procedure in the individual program consisted of the following steps:

1. Analyzing the child's difficulty.
2. Gaining an insight into his speech problem.
3. Winning the child's confidence and interest.
4. Making daily lesson plans and progress reports.
5. Making recordings at the beginning and at the close of the training program.
6. Using relaxation games and exercises.
7. Approaching the corrective work through play activities.
8. Confering with parents and planning home training in speech.

As a part of the laboratory work, each teacher made a list of sentences which could be used in testing consonant and vowel sounds. In addition, picture scrapbooks were made to test the articulatory ability of children who could not read. Each teacher also compiled a game and jingle book, with selections to be used in teaching each sound.

In some cases it was necessary to teach how the sounds were made. Speech games in the form of play were designed to emphasize the formation of the various phonics. Balls were bounced to jingles and rhymes, rings were tossed to lists of words, tenpins were rolled over to sentence drills, telephone conversations took place between two children working on the same sounds.

The retraining program for stutterers consisted of studying each child and fitting the retraining procedure to the child's specific needs. Relaxation, rest, rhythmic speaking, thinking the words through before speaking, speaking slowly, developing the right breathing habits, and other devices were employed in an effort to help the child speak well.

The last day of the clinic the parents were asked to be present with their children. At this time, they were told of their child's progress and were advised as to how the parent and the school might help the child to carry over his new habits of speech. From the individual reports of the teachers, from the recordings made by the children, and from personal contacts with the children, I can report that in most cases results gratified.

A summary of the results may be stated as follows: corrected cases, 4; marked improvement, 18; little or no improvement, 5. Two of the five chil-

dren who showed little or no improvement in their speech were below normal in intelligence; these two will need intensive individual retraining, extending over a long period. One of the five was too young and unresponsive to do much with at present; this child may respond very well a year or two from now. The two other children who showed little or no progress were stutterers. It may be that in the short four weeks' term the teachers were not able to get to the basic causes of these speech difficulties.

It is not surprising that only four children completely corrected their speech difficulties, considering that wrong habits had been established over a period of years. It is encouraging to note that eighteen children showed marked improvement. If given special help by parents and teachers, the majority of these children will be able in time to establish good speech. When results such as were obtained in the summer clinic can be secured in four weeks by practicing teachers, consideration should be given to the amount of good that could be accomplished in the school by a teacher trained in speech correction.

It is expected that the practicing teachers will return to their teaching positions fortified with information as to corrective methods to be used in dealing with the speech problems of their schools. The children who were helped in the speech clinic will no doubt hereafter be able to make better adjustments to the speech situations that arise. My experience as assistant supervisor in the summer speech clinic at the University of Nebraska leads me to the conclusion that such clinics make an invaluable contribution to teacher training and child development.

# These Articles Are Short and to the Point

## PROGRAM OF ANNUAL MEETING

Department of Supervision and  
Curriculum Development, St. Louis,  
Missouri, February, 1943

Theme: How to Meet War Needs and Con-  
serve Childhood Values

*Thursday, February 25, 9:30 A.M., Ivory  
Room, Hotel Jefferson*

GENERAL SESSION: HOW TO MEET WARTIME  
DEMANDS AND MAINTAIN LONG-TERM VAL-  
UES

Presiding: Dale Zeller, State Teachers College,  
Emporia, Kansas

Wartime Demands on Public Schools—Wil-  
liam T. Melchior, Syracuse University, New  
York (20 minutes)

Developing Human Values in Wartime—  
Ernest O. Melby, University of Montana,  
Missoula (20 minutes)

Discussion of Issues and Problems:

Paul Hanna, School of Education, Stanford  
University, California, *Chairman*

G. Derwood Baker, Superintendent, Boulder,  
Colorado

Walter Cocking, Office of Price Adminis-  
tration, Washington, D. C.

Katherine Lenroot, Children's Bureau, De-  
partment of Labor, Washington, D. C.

Lelia Taggart Ormsby, Supervisor, Santa  
Barbara, California

A. L. Threlkeld, National Director, High  
School Victory Corps, Washington, D. C.

S. M. Stouffer, War Savings Staff, U. S.  
Treasury Department, Washington, D. C.

*Thursday, February 25, 11:30 A.M., Ivory  
Room, Hotel Jefferson*

BUSINESS MEETING

## SECTION MEETINGS

*Thursday, February 25, 2:15 P.M., Dining  
Room No. 1, Hotel Jefferson*

Section I—*Extending school services to meet  
wartime needs:* the responsibility of the  
school as a social institution in wartime;  
twelve-month school; extended school day;

work experience for young people; school-  
community relations in wartime.

Gordon Mackenzie, University of Wiscon-  
sin, Madison, *Chairman*

Genevieve Anderson, Supervisor, Des Moines,  
Iowa

Lucy E. Elliott, Supervisor of Special Edu-  
cation, St. Louis, Missouri

Bess Goodykoontz, U. S. Office of Educa-  
tion, Washington, D. C.

Sidonie M. Gruenberg, Child Study Asso-  
ciation of America, New York

Frances Horwich, Chicago Teachers Col-  
lege, Illinois

Katherine Lenroot, Children's Bureau, De-  
partment of Labor, Washington, D. C.

Elizabeth Mayes, State Department of Edu-  
cation, Atlanta, Georgia

Frances Mayfarth, Editor, *Childhood Edu-  
cation*, Washington, D. C.

J. Cecil Parker, Office of Price Administra-  
tion, Washington, D. C.

Joe F. Wilkes, Elementary Supervisor, Giles  
County, Tennessee

*Thursday, February 25, 2:15 P.M., Dining  
Room No. 9, Hotel Jefferson*

Section II—*Educating wartime school citizens:*  
through purchase and sale of bonds and  
stamps, collecting scrap, understanding ra-  
tioning and other government-sponsored  
wartime programs.

Henry Harap, George Peabody College for  
Teachers, Nashville, Tennessee, *Chairman*

Walter Cocking, Office of Price Administra-  
tion, Washington, D. C.

Alice Cusack, Supervisor, Kansas City, Mis-  
souri

G. Robert Koopman, State Department of  
Public Instruction, Lansing, Michigan

Rose Lammel, University School, Ohio State  
University, Columbus

E. T. McSwain, Northwestern University,  
Evanston, Illinois

Mary Elizabeth O'Connor, Supervisor, Taun-  
ton, Massachusetts

Alma Schmalzrid, State Department of Edu-  
cation, Baton Rouge, Louisiana

Veryl Schult, Head, Math Department,  
Washington, D. C.

S. M. Stouffer, War Savings Staff, U. S. Treasury Department, Washington, D. C.  
 R. Lee Thomas, State Department of Education, Nashville, Tennessee

*Thursday, February 25, 2:15 P.M., Parlor A, Hotel Lennox*

**Section III—Planning for the High School Victory Corp Program**

Paul Misner, Superintendent, Glencoe, Illinois, *Chairman*  
 William Bristow, Division of Curriculum Research, New York City  
 Phila Humphreys, Director of Instruction, Manitowoc, Wisconsin  
 Morris Mitchell, National Resources Planning Board, Dallas, Texas  
 Theodore Rice, Michigan Secondary School Study, Lansing  
 Harold Spears, Highland Park, Illinois  
 A. L. Threlkeld, National Director, High School Victory Corps, Washington, D. C.  
 Edna N. White, Director, Merrill-Palmer School, Detroit, Michigan

*Thursday, February 25, 2:15 P.M., Parlor B, Hotel Lennox*

**Section IV—Developing perspective for long-range values**

Walter Anderson, University of Montana, Missoula, *Chairman*  
 C. O. Arndt, U. S. Office of Education, Washington, D. C.  
 C. L. Cushman, Associate Superintendent, Philadelphia, Pennsylvania  
 John J. DeBoer, Chicago Teachers College, Illinois  
 Mildred English, Georgia State College for Women, Milledgeville  
 Samuel Everett, Northwestern University, Evanston, Illinois  
 Laura Hooper, Wellesley College, Boston, Massachusetts  
 Paul Leonard, Office of Price Administration, Washington, D. C.  
 Frances Martin, Central State Teachers College, Mt. Pleasant, Michigan  
 Daniel Prescott, University of Chicago, Illinois  
 William E. Young, New York State Department of Education, Albany

*Thursday, February 25, 2:15 P.M., Parlor C, Hotel Lennox*

**Section V—Helping teachers meet demands of wartime education**

William Alexander, University of Tennessee, Knoxville  
 William Burton, Harvard University, Cambridge, Massachusetts  
 Jennie Campbell, Supervisor, Salt Lake City, Utah  
 Marion Edman, Supervisor, Detroit, Michigan

Willard Elsbree, Teachers College, Columbia University, New York  
 Catherine E. Geary, Director of Elementary Education, Chester, Pennsylvania  
 Barbara Henderson, Supervisor, Kansas City, Missouri  
 Marion Jordan, Supervisor, Cicero, Illinois  
 L. S. Tireman, University of New Mexico, Albuquerque  
 Jennie Wahlert, District Principal, St. Louis, Missouri  
 Ruth K. Webb, Principal, Washington, D. C.

*Friday, February 26, 9:30 A.M., Ivory Room, Hotel Jefferson*

**GENERAL SESSION: SUMMARY, AND A FORWARD LOOK**

Presiding: Edgar Draper, University of Washington, Seattle

Brief Summaries by Section Leaders

Discussion: How May Educators Deal with Wartime Problems Through Group Action?  
 Frank E. Baker, Milwaukee Teachers College, Wisconsin

Karl Bigelow, Teacher Education Commission, Washington, D. C.

Hollis Caswell, Teachers College, Columbia University, New York

Prudence Cutright, Assistant Superintendent, Minneapolis, Minnesota

Sidonie M. Gruenberg, Child Study Association of America, New York

Herold Hunt, Superintendent, Kansas City, Missouri

Summary and Proposals for Action

Hollis Caswell, Teachers College, Columbia University, New York

*Friday, February 26, 12:30 P.M., Hotel Jefferson*

**LUNCHEON MEETING**

Presiding: Maycie Southall, George Peabody College for Teachers, Nashville, Tennessee

Topic: *Consumer Education and Leadership at Work*

Leaders:

Henry Harap, George Peabody College for Teachers, Nashville, Tennessee

Harold Spears, Highland Park, Illinois



**THE MISSOURI PROGRAM OF CURRICULUM REVISION**

By Claude M. Dillinger, Supervisor of Curriculum Research, State Department of Education

**I**N 1935 VARIOUS educational agencies in Missouri, including the public schools, the State Teachers Associa-

tion, and the teacher-training institutions, joined with the State Department of Education in developing a plan for curriculum revision. The first step was the formulation of basic principles which should guide the efforts at curriculum improvement. Work was begun first in the elementary field, as the need in that area was believed to be greater, and in 1937 a bulletin entitled *Courses of Study for Elementary Grades* was published, followed by supplements in the form of nine supervisory service bulletins. Courses of study in all learning areas at the secondary school level—twenty bulletins in all—were published in 1940, 1941, and 1942.

During the years following the publication of the 1937 bulletin, the State Department of Education attempted to collect information regarding the success with which the materials has been used, with the intention of using this information when a revision should be necessary. Since the supply of the 1937 bulletins was exhausted last year, it became evident that a revision was necessary for the 1942-43 school year.

Shortly after the publication of the 1937 courses of study, an experimental study designed to measure its effectiveness was conducted by Dr. Arty B. Smith, then director of research and curriculum in the State Department of Education. Dr. Smith used two groups of 2,000 pupils each; teachers of the experimental group used the 1937 courses of study, while teachers of the control group used more conventional curriculum programs. Forms A and B of the Otis Classification Test were used to measure progress. Dr. Smith found that pupils in the experimental group made greater gains than those in the control group.

Experiments designed to measure the effectiveness of the seventh- and eighth-grade social studies units contained in the 1937 bulletin have been carried on over a period of several years by Dr. C. F. Scotten in the rural schools of Pettis County and by Dr. Lloyd Smith at Sweet Springs and in the University of Missouri Laboratory School.

During the summer of 1941 Mr. A. F. Elsea, working in cooperation with county superintendents and the state teachers colleges, collected statements from 4,000 teachers regarding changes which these teachers felt should be made in the elementary courses of study.

During the summer of 1941 it was suggested that a curriculum committee be appointed from the advisory council of county school superintendents for the purpose of helping make plans for the proposed revision of the courses of study. One member from each of the teachers college districts was appointed on this committee, which met in Jefferson City in November, 1941. At this meeting plans for revision were discussed, and each of the members undertook to get further expressions of opinion from county superintendents and teachers in his district. These statements were then summarized and sent in to the State Department of Education.

A general planning and evaluating committee was then formed. Since it was desired that this committee represent the whole state, it included county superintendents, city superintendents, elementary teachers, and representatives from the St. Louis and Kansas City schools, from the private schools, and from each of the state teacher-training institutions. At the first meeting of the planning commit-

tee, held in January, 1942, it was decided that the function of this group would be to act in an advisory capacity to consider broad questions of policy and make important decisions, to coordinate the efforts of production people, and to act as a reviewing committee for materials produced.

In harmony with the principle that curriculum revision is a continuous process, it was decided that the new bulletin should be in the nature of a refinement and improvement of the 1937 bulletin rather than a fundamental attack upon the problem of curriculum construction. Limitations of time and funds were also determining factors in reaching this decision. The changes made have been based to a large extent upon the information secured by the methods described in preceding paragraphs.

Since it was essential that the new bulletin be ready for distribution by the opening of the 1942-43 year, the time available for work has necessarily been brief. Committees often move very slowly; therefore, it was thought advisable not to organize production committees in most areas, but to have the actual revision work done by individuals and small groups working upon special assignments. All of this work was directed and guided by the planning committee and the supervisor of curriculum research and construction.



#### A COURSE ON YOUTH FOR YOUTH

By C. C. Harvey, Principal, Rock River, Wyoming, High School

**A** FEW YEARS ago John W. Studebaker, United States Commissioner of Education, stated: "One way to solve the vexing youth problem might be to put it up to the young

people themselves as a subject of high school study. Let the young people in the course gather all the documents being issued on the so-called youth problem with all of its ramifications, and study and discuss this literature. Then let them reach decisions on what can be done to change and vitalize the school curriculum, to which they have been subjected. Let them appraise the facilities of the community for youth in recreational, vocational, and other fields. At the close of the course, they might get out a report with recommendations. It would be the social, economic, and political approach to their own problems; unemployment, social security, security, and many others. There are plenty of courses on Socrates and Napoleon for youth. Why not a course on youth for youth?"

When the above suggestion was made, the greatest problem of youth was unemployment and other conditions which grew out of the economic situation which existed in the country. Today the so-called youth problem is not the result of economic insecurity, but insecurity of another kind. However, such a course as Dr. Studebaker suggests could be made to meet an important need of young people at the present time.

The present crisis has emphasized the importance of high schools helping their students grow up. While the country was at peace, there was a tendency to deal with young people as if they were still children long after they should have been regarded as young adults. One influence which the war seems to be having on education is to emphasize the fact that high schools should help their students to attain adult status and maturity.

Various high schools throughout the country have experimented with courses which focused attention on different aspects of youth problems. These have usually been offered under the titles of Sociology, Social Studies, Social Problems, Problems of Democracy, Citizenship, Community Living, etc. Recently a number of high schools have started classes in psychology or mental hygiene. Most of the classes which are designated by such titles devote considerable study and discussion to problems of youth. They are planned to give young people an opportunity to work on their own problems or the problems of society which are related to their personal problems.

At the Tamms (Illinois) Community High School during the 1941-42 school year, a course was offered which was planned along the lines suggested by Dr. Studebaker. The course was somewhat a fusion of social problems of youth, psychology, and guidance. It was entitled "Social Studies," and was for third- and fourth-year high school students.

At the beginning of the year the high school started a program designed to meet the needs of its students. As the keynote to the new program, the phrase, "Making the high school the road to adulthood," was coined and used. As few of the graduates attend college and as drastic changes in the traditional preparatory course could not be made without running into difficulties, it was decided to give special emphasis in the curriculum and the allied activity program which would contribute most to helping students attain adultlike status and maturity. Work experiences, community participation, and study of youth problems were three aspects of the school's

program which received much attention.

The course called "Social Studies" mentioned above, which grew out of Dr. Studebaker's suggestion, proved to be the most effective and practical part of the program. It was offered the second semester to follow a course in sociology. In the sociology course the students had been much interested in term papers which were written on the topic, "Planning My Life." The group also participated in making a community survey and in the writing of local histories. These activities gave a good background for the course called "Social Studies" which will be described briefly.

Each student bought a copy of the book, *People Are Important*, by Gordon N. Mackenzie, Floyd L. Ruch, and Margaret McClean, and subscribed to *Your Future*, the weekly guidance text, published by the American Education Press. Reports of the American Youth Commission were purchased and kept in the classroom for reference. The group made use of such references as were in the school library and wrote to about a hundred government agencies, civic, welfare, and educational organizations to secure material. Material furnished by the Illinois State Department of Public Welfare was found exceedingly helpful.

The classroom became a laboratory in which students worked on various topics and problems, gave reports, participated in lively discussions, etc. The class selected the topic, "Growing Up," for term papers. Growing up in the physical sense is only one aspect of the topic; the main thing emphasized both in the discussions and in the papers was growing up socially; namely, becoming a competent and

mature adult. The process of social and personal growth is, of course, inter-related with and influenced by youth problems and various other factors in the social environment.

One of the first activities was to compile a list of youth problems which were common in the nation. Later a list of problems which were peculiar to the community was made. These were made the basis of study and discussion in part of the course. From time to time new problems were added to the lists. The class also compiled lists of needs of young people, interests of young people, and common causes of failure in vocational life.

An attempt was made to study the problems of young people in the light of local conditions and needs. The class made several trips to study social problems and observe local conditions. Numerous persons, including social workers, doctors, nurses, school officials, and agricultural agents were interviewed. Observation was the method used most extensively in securing information about local conditions. An individual student or a committee of students would be assigned frequently to investigate a particular thing and make a report to the class.

In conclusion, it is the belief of the writer that a course such as is suggested in the statement made by Dr. Studebaker would be a valuable addition to the high school program. If well planned and taught by a competent teacher, it should contribute to helping students attain adultlike maturity. This course was thought by students who were enrolled in it to be one of the most practical and interesting courses which they studied in high school.

## **VARIED CURRICULUM PATTERNS CREATE NEED FOR GUIDANCE**

By H. H. Mills,  
University of Colorado

**M**ANY OF THE practices of American secondary schools are not based upon a widely-accepted educational or social philosophy. There appears to be, however, a rather general acceptance among secondary school administrators of the idea that the public school is an agency of democracy and, as such, should provide an "appropriate education" for all adolescents. Individual schools are assuming this responsibility in various ways. Not only are there wide variations in the number of opportunities offered pupils of varying levels and types of abilities by means of differentiated curricula, but there are also great differences in the importance attached to the factors considered in counseling pupils in regard to these curricula.

In an effort to secure information regarding these practices, a questionnaire was mailed to 480 public high school principals. The names of the principals were selected at random from a directory of the Department of Secondary School Principals of the National Education Association. Responses were received from 285 schools which represent approximately fifty-seven per cent of the total number of questionnaires. The distribution of the replies from different types of schools were as follows: sixty-four junior high schools, eighty six-year high schools, fifty-five three-year high schools, and eighty-six four-year high schools. These schools were located in forty-three states and the District of Columbia. Their enrollments ranged from thirty to 6,500, with a total enrollment of 279,427 pupils.

That secondary schools are attempting to serve the varied capacities and interests of their pupils is revealed by the fact that a large percentage of the reporting schools offer more than one curriculum. The general curriculum is offered in ninety per cent of the schools. Pupils who pursue it are required to complete five or six units (usually English, physical education, and social sciences) which are specified by the school for graduation, with the privilege of completing the remaining units in various subjects which they may elect. In many schools the pupils are required to complete three units in each of two fields that they select. The college preparatory curriculum occurs next in frequency (eighty-one per cent of the schools) to the general curriculum in all the schools. This curriculum usually differs from the general curriculum in that two units in each of the following are required: Latin or a modern language, mathematics, science, and history. Several schools reported that their college preparatory work is divided into a classical curriculum in which emphasis is placed upon foreign languages, and a scientific curriculum in which the languages are omitted, but other college requirements are met.

Other curricula occurring most frequently in schools of all types are as follows: commercial, industrial arts, and home economics, their frequency appearing in the order named, except home economics, which appears more often than the industrial arts curriculum in the four-year senior high schools. Agriculture is quite popular in the six-year high school. Its popularity may be accounted for by the fact that many schools of this type are located in small towns and rural

communities where agriculture is the predominant industry.

Major subjects, which are generally interpreted as those subjects in which three years of work is offered, are found in practically all the schools which do not have differentiated curricula. English is a major subject in approximately two-thirds of the schools. The other major subjects which appear most frequently in all types of schools are history, science, foreign language, mathematics, home economics, industrial arts, and commercial subjects.

There is considerable evidence that schools are attempting to adapt their curricula to the wartime needs of pupils and the nation. In addition to the inclusion of new courses such as preflight aeronautics, radio, and trigonometry it was disclosed that modifications are being made within such subjects as the social studies, science, commercial subjects, home economics, industrial arts, and physical education in an effort to relate these courses more closely to the present war effort.

The system of constants and electives is used by a large number of schools. Some schools offer an extensive list of electives. A certain degree of specialization enters into this plan as pupils are usually required to complete two or three units of work in at least two subject fields which they elect.

Historically, the American secondary school is a college preparatory institution. The extent to which it has retained its traditional function is of significance in this investigation. If only a small proportion of pupils now in secondary schools are interested in college work, guidance counselors can devote their energies to other phases of pupil guidance. On

the other hand, if secondary schools serve as college preparatory institutions for large numbers of pupils, guidance workers must face the task of interpreting to these pupils their possibilities for success in college curricula.

One of the items of the questionnaire requested principals to indicate the number of pupils who are pursuing college preparatory curricula in their schools. The responses indicate that *thirty-five per cent of the pupils in all schools of all types are enrolled in college preparatory curricula*. In fulfilling its college preparatory function the task of guidance in the secondary school is one of assisting each pupil to interpret his possibilities of success in college, and in the distribution of all students into curricula fitted to their individual capacities. With a proper basis for such distribution, the number of pupils pursuing college preparatory curricula might be considerably less in many schools, while in other schools the number would perhaps be increased.

Three questions in the questionnaire sought to ascertain what items inside and outside of school are taken into consideration by secondary schools in counseling pupils. *Meeting the needs of pupils in wartime* ranked first among the out-of-school factors in all types of schools. *The wishes of the parents* ranked second. *The economic status of the family* ranked next in frequency. *Supply of workers* in various occupations is a factor considered by 36.9 per cent of the schools. *The occupations of the fathers of the pupils*

are considered by 31.9 per cent of the junior high schools.

The importance attached to certain items in the pupils' school records for curriculum guidance purposes was ascertained. School marks ranked first among the items considered in junior and six-year high schools. Occupational interests of pupils were taken into account by the largest number of three-year and four-year senior high schools. The marks of the seventh, eighth, and ninth grades were utilized with the greatest frequency in guiding pupils into specialized curricula. However, the responses indicate that the marks of grades five to ten, inclusive, were used by a considerable number of schools. Intelligence test scores are considered of *great importance* by forty-four per cent of all the schools. Character traits, such as reliability, industry, and initiative are utilized for curriculum guidance purposes by many schools. The percentage of schools that consider standardized tests of *great importance* range from 23.9 per cent in four-year high schools to 33.9 per cent in junior high schools. The pupil's attitude toward school is considered of *great importance* by 43.9 per cent of the three-year high schools.

Secondary schools are attempting to serve the different capacities and interests of pupils by offering differentiated curricula. The choice of a curriculum is one of the major decisions in a pupil's educational career. It is important that the decision be made in terms of his particular ability and interest.

## Reviews of Current Books

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LEITER, R. G., Editor—*Living: The Basis for Learning*. Santa Barbara, California: Press of the Schauer Printing Studio. 1942. 232 p. \$3.25.

This volume tells the long-awaited story of curriculum development in the Santa Barbara city schools. It explains how, perhaps for the first time in history, a school of education faculty was called to participate in the development of a city curriculum program over a period of five years. Thirteen men from Stanford University lived and worked in the community long enough to feel themselves a part of it and to become acquainted with the entire staff of the schools.

The material is interestingly written and coordinated to the extent that the reader does not feel he is reviewing the work of several different persons. The book is divided into four parts: Administrative Planning for Curriculum Revision, A Developmental Curriculum in the Making, What Does an Elementary School Program Look Like? and The Learning Process Continues in the Secondary School. The format is as pleasing to the eye as the content is interesting. There are ninety-two half-tone illustrations that, together with the accompanying commentary, tell their own story "independently of the text."

Parts three and four contain many stenographic reports of discussions conducted in classrooms from junior-primary through senior high school. These reports have been well handled

and do not leave the impression of having been "doctored" too much.

The book is well worth reading and using for reference by administrators, curriculum workers, supervisors, and classroom teachers. It abounds in worth-while, unique suggestions, such as the selection of a "cultures contacts coordinator." It proves quite conclusively that the personnel of a city school system can work with a university faculty in combining theory and practice in such a way as to produce the very best results for a community.

The editor, in his introduction, states that this is a new type of textbook in education. Whether the volume can be considered adequate as a text is questionable. If half a dozen other such volumes that told the story of curriculum organization and development in other communities were available, few would challenge the editor's statement. It would be difficult to find more challenging material for a college or university course in curriculum construction or school administration than several volumes describing, in an interesting way, just how and why the curriculum was planned and developed in several cities. It would be possible for a novice, reading this book in an education course, to get the impression that the "Santa Barbara Way" was the *only* correct way to plan curriculum development and that the Santa Barbara curriculum was the perfect curriculum for all communities. The writer feels cer-

tain that those who prepared this material, including university professors, school administrators, and classroom teachers, would be the last to contend that this material would fit the exact needs of any other community in the country. This book is a superior report of practical, scholarly curriculum work that has not been excelled. It is, however, a report of what *one* city accomplished. Let us have more reports of the curriculum activities of other cities.

A. H. HORRALL

San Mateo, California,  
Public Schools



ANDERSON, HOWARD R., Editor—*Teaching Critical Thinking in the Social Studies*. Washington, D. C.: National Council for the Social Studies. 1942. 175 p. Paper covers, \$2.00.

The four sections of this yearbook were prepared by F. G. Marcham, Elmer Ellis, Howard E. Wilson, and Hilda Taba. Their respective sections deal with the nature and purpose of critical thinking, materials and methods for developing skill in critical thinking, developing critical thinking through participation in school and community life, and the evaluation of the extent to which we have been successful in teaching critical thinking.

The first section describes critical thinking and traces the steps of defining the problem, locating, selecting and organizing information, evaluating information, drawing conclusions, presenting conclusions, and reconsidering conclusions. In each of these steps numerous examples are given and the process is described in detail.

Part two "presents the results of a search for illustrations of procedures

used by high school teachers in teaching the skills of critical thinking." After presenting numerous examples, the author points out the fact that his investigation revealed only a small amount of material on the subject and "he would like to believe that interest in the development of such material is much more widespread than was indicated by the limited number of contributions he was able to find."

Professor Wilson points out, in the third section, the fact that the school and the community offer potentialities for training in critical thinking in such fashion as to transfer the training to life situations. This insistence that the problems be real ones which the pupil will recognize and accept, certainly is defensible even when we remember that the pupils may leave the community and go to some other different problems. This, if carried to extremes as seems to be the case in some of the community school programs, seems to be a weakness in that the type of education is too narrow and provincial. Several examples are cited to show how community problems can be attacked by children.

In the final section Hilda Taba discusses the nature and purpose of education and gives examples of items and parts of items designed to test the abilities involved in critical thinking. Great stress is placed upon the fact that before one can test whether or not children have the ability to think we must identify clearly the specific behaviors involved and then devise appropriate instruments for recording behavior.

This book is a good contribution to the literature on the subject of critical thinking and problem solving. In the reviewer's opinion, its main fault is its implicit assumption that all people can

and will learn to be critical thinkers. Fifty years ago the advocates of natural science convinced the world that more science instruction would make good thinkers of all who were exposed to it. Experience suggests that many will not do very well at critical thinking in spite of the labor of Marcham, Ellis, Wilson, and Taba.

HENRY KRONENBERG

*University of Arkansas*



EVENDEN, E. S.; BUTTS, R. FREEMAN; AND OTHERS—*Columbia University Cooperative Program for the Preservice Education of Teachers*. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 120 p. \$1.85.

This volume is a report of an experimental program of preservice teacher education in operation at Columbia University since 1939, a cooperative project of Teachers College, Columbia College, and Barnard College, carried on under the sponsorship and with the aid of the Commission on the Education of Teachers of the American Council on Education.

The report falls into three sections: (1) objectives of a program for the education for teachers in the light of developing factors in American education and culture; (2) a description of the cooperative institutional program (a) undergraduate and (b) graduate; and (3) the evaluation of the program by means of student opinion, faculty opinion, and measurement of student growth in various areas.

The selection of objectives and pertinent trends in American education and culture are concisely stated and seem to the reviewer well selected and formulated. To one with well-devel-

oped background in this area the discussions of trends are perhaps clear; to others they must seem vague and general. The statements of objectives likewise are well chosen and in addition are particularized in more detail, furnishing, therefore, more definiteness.

The undergraduate program in addition to the fields of specialization involves a series of seminars (four semesters) and utilized to greater extent than conventionally the liberal arts staff in the effort to introduce the students to the profession of teaching and to furnish them with basic information, concepts, and attitudes. An important characteristic of the program was the faculty-student guidance relationship.

The graduate program included: (1) one semester each on (a) cultural and institutional foundations of education and (b) education and the fundamentals of human development; (2) divisional seminars in the five broad fields of human knowledge: science and mathematics, social science, art and music, humanities and the language arts, and home and community life and health, and one in elementary education. Other features were a coordinating seminar and workshop and generous provisions for student teaching.

In the opinion of the staff and students, decided gains were made in the ability to cooperate in planning integrated programs of teacher education, in the attention given to individual students, and toward eight objectives of the project.

The more objective measurement of growth was disappointing for several reasons. While gains were made in general cultural information, personal adjustments, social attitudes, and pro-

fessional information, the group gains were large only in a few instances and in the cases of many students actually negative. For some reason, the measurement was somewhat incomplete, not covering all phases for the entire experimental period. The net statistical results are not yet particularly convincing. Additional data will be reported later.

HARL R. DOUGLASS

*University of Colorado*



MILLER, WARD I.—*Democracy in Educational Administration*. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 110 p. \$1.75.

This is an illuminating study of an important problem in educational administration. In setting the problem, the author has drawn liberally upon recent studies in the field.

Part I gives an historical and philosophical background for Part II. It sets forth the problem of the democratic state in the schools, the changing patterns of educational administration, and the nature of the challenge to present-day school administrators. In Part II, the author lists five criteria for the evaluation of acceptable principles of democratic administration. Each of the six princi-

ples which follow is evaluated in terms of the stated criteria. The six principles stated are principles of democracy, authority, responsibility, efficiency, adaptability, and evaluation.

The author makes a unique contribution to the problem when he applies the foregoing principles to eight major issues with reference to democratic practice and the application of the principles to practical problems of administration.

This is more than just another study in educational administration. An advance step has been made through clear analysis of existing practice, the statement of real problems, and implications for practical application of an important theory.

Among the implications of the study are the following: (1) School administration is an important phase of social engineering. (2) Schools committed to the task of teaching democracy may practice democracy in their administration. (3) Democratic practice recognizes points of responsible authority and makes use of the services of experts in the fields in which they are specially qualified. (4) Democratic school administration is not a theoretical ideal, but a practical possibility.

OLIVER H. BIMSON

*Lincoln, Nebraska, Public Schools*



# New Publications

## BOOKS

FRY, CLEMENTS C.—*Mental Health in College*. New York: The Commonwealth Fund, 41 East Fifty-Seventh Street. 1942. 365 p. \$2.00.

KAULFERS, WALTER VINCENT—*Modern Languages for Modern Schools*. New York: McGraw-Hill Book Company. 1942. 525 p. \$3.50.

LIND, NELLIE V., Chairman—*In-Service Growth of School Personnel*. Twenty-First Yearbook. Washington, D. C.: Department of Elementary School Principals, National Education Association. 1942. 347 p. Paper covers. \$2.00.

OLDS, EDWIN G., AND OTHERS—*A Source Book of Mathematical Applications*. Seventeenth Yearbook. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 291 p. \$2.00.

STOVER, G. F.—*Preparing Teachers for Newer School Programs*. Troy, Alabama: Alabama State Teachers College. December, 1942. 157 p. Paper covers. 60 cents.

## PAMPHLETS

BOHMAN, ESTHER L., AND DILLON, JOSEPHINE—*The Librarian and the Teacher of Music*. Chicago, Illinois: American Library Association. 1942. 55 p. Paper covers. 75 cents.

COYLE, DAVID C.—*Economic Freedom for America*. New York: Council for Social Action, 289 Fourth Avenue. 1942. 47 p. Paper covers. 15 cents.

DENHAM, LUCILE—*Free and Inexpensive Learning Materials: 1942 Supplement*. Nashville, Tennessee: Curriculum Laboratory, George Peabody College for Teachers. 1942. 50 p. Paper covers. 25 cents.

ELEAZER, R. B.—*Understanding Our Neighbors*. Atlanta, Georgia: Conference on Education and Race Relations, 710 Standard Building. 1942, revised. 32 p. Paper covers. 10 cents.

FINCH, HARDY R., Editor—*The Motion Picture and the Teacher*. Available by writing to the editor, Greenwich High School, Greenwich, Connecticut. 1942. 15 p. Paper covers. 15 cents.

*Food Fats and Oils*. Chicago, Illinois: Department of Research, Household Finance Corporation, 919 North Michigan Avenue. 1942. 20 p. Paper covers. 2½ cents each.

HUGHES, MARIE M., AND PALM, REUBEN R.—*Los Angeles County Schools Workshop in Education of Mexican and Spanish-Speaking Pupils*. Los Angeles, California: Office of the County Superintendent of Schools. 1942. 40 p. Mimeographed. 10 cents.

*Money Management, The Food Dollar*. Chicago, Illinois: Department of Research, Household Finance Corporation, 919 North Michigan Avenue. 1942. 47 p. Paper covers. 2½ cents each.

MOORE, MARGARET C.—*What Shall I Eat and Why: Essential Food Facts*. New Orleans, Louisiana: Louisiana State Department of Health. 1942. 71 p. Paper covers. No price given.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES, NATIONAL EDUCATION ASSOCIATION—*Problems in American Life Series*. Washington, D. C.: The Association, 1201 Sixteenth Street, N. W. 1942. Paper covers. 30 cents.

Unit No. 6: *Democracy vs. Dictatorship*, by T. V. SMITH, G. NEGLEY, AND R. N. BUSH. 69 p.

Unit No. 7: *The American Family*, by ERNEST W. BURGESS AND JOSEPH C. BAUMGARTNER. 56 p.

Unit No. 8: *Agriculture*, by C. L. CHRISTENSEN, N. CLARK, AND R. H. KNAPP. 52 p.

Unit No. 9: *Crime*, by THORSTEN SELLIN AND PAUL R. BUSEY. 64 p.

Unit No. 10: *Economic Problems of the Postwar World*, by ALVIN H. HANSEN AND LAURENCE E. LEAMER. 64 p.

SOCIETY FOR CURRICULUM STUDY—*Winged America*. Building America, Volume 8, Number 2. New York: Americana Corporation, 2 West Forty-Fifth Street. November, 1942. 32 p. Paper covers. 30 cents.

WEBB, HANOR A.—*The High School Science Library for 1941-1942*. Reprinted from Peabody Journal of Education, November, 1942. Price 15 cents, postpaid, from the author, George Peabody College for Teach-

ers, Nashville, Tennessee. 1942. 22 p. Paper covers.

### CURRICULUM BULLETINS

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION—*Arts in the Public Schools*. Raleigh, North Carolina: State Department of Public Instruction. 1942. 137 p. Paper covers. 25 cents.

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC INSTRUCTION—*Music in the Public Schools*. Raleigh, North Carolina: State Department of Public Instruction. 1942. 158 p. Paper covers. 25 cents.

### WAR PUBLICATIONS

ATLANTA PUBLIC SCHOOLS—*Living and Growing in the Home-School-Community for Victory*. Kindergarten, First, Second, and Third Grades. Atlanta, Georgia: Public Schools. 1942. 133 p. Mimeographed. \$1.00.

BARRY, M. ELIZABETH; GOETZ, DELIA; AND CONZELMAN, DOROTHY—*Children of the Other Americas*. Washington, D. C.: United States Office of Education, Division of Inter-American Educational Relations. 1942. 172 p. Paper covers. Free.

*Films for America at War*. Washington, D. C.: American Council on Education. 1943. 97 p. Paper covers. \$1.00.

*High School Education in a Wartime Setting*. South Orange and Maplewood, New Jersey: Columbia High School. 1942. 28 p. Paper covers. Free.

MACKINTOSH, HELEN K.—*What Democracy Means in the Elementary School*. United

States Office of Education, Education and National Defense Series No. 6. Washington, D. C.: Superintendent of Documents, 1942. 35 p. Paper covers. 15 cents.

MELINAT, CARL H.—*U. S. Government Publications and the War*. Chicago, Illinois: American Library Association, 520 North Michigan Avenue. 1942. 22 p. Paper covers. 25 cents, single copy.

NATIONAL RESOURCES PLANNING BOARD—*Postwar Agenda*. Washington, D. C.: National Resources Planning Board. 1942. 8 p. folder. Free.

*Relief for Europe*. Washington, D. C.: National Association, 800 Twenty-First Street. 1942. 59 p. Paper covers. 25 cents.

THE AMERICAN COUNCIL, INSTITUTE OF PACIFIC RELATIONS. New York: The Council, 129 East Fifty-Second Street. Paper covers. *Know Your Enemy: Japan*, by ANTHONY JENKINSON. Revised, 1942. 22 p. 5 cents.

*Our Far Eastern Record*, by WILLIAM W. LOCKWOOD. Vol. 1. 1940. 47 p. 25 cents.

*Our Far Eastern Record*, by FAWN BRODIE. Vol. 2. 1942. 78 p. 15 cents.

*China—America's Ally*, by ROBERT W. BARNETT. 1942. 48 p. 15 cents.

*Philippine Emergency*, by CATHERINE PORTER. 1941. 78 p. 15 cents.

*Asia's Captive Colonies*, by PHILIP E. LILIENTHAL and JOHN H. OAKIE. 1942. 48 p. 10 cents.

*The Social Studies Mobilize for Victory*. Washington, D. C.: The National Council for the Social Studies. 1942. 15 p. Paper covers. 10 cents.

